DOCUMENT RESUME

ED 473 765 CE 084 554

AUTHOR	Lipa-Wade, Sally
TITLE	ReadingWise: Comprehension Strategies That Work. Teacher's Guide.
ISBN	ISBN-1-56420-438-3
PUB DATE	2003-00-00
NOTE	49p.; For the student volumes, see CE 084 546-553. Judi Lauber, Series Editor. Diane J. Sawyer, Series Consultant.
AVAILABLE FROM	New Readers Press, P.O. Box 35888, Syracuse, NY 13235-5888 ($12). Tel: 800-448-8878 (Toll Free); Fax: 866-894-2100 (Toll Free); e-mail: nrp@proliteracy.org.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	Adult Basic Education; Adult Reading Programs; *Classroom Techniques; *Instructional Materials; Learning Activities; Prior Learning; *Reading Comprehension; Reading Improvement; Reading Processes; *Reading Strategies; Remedial Programs; *Remedial Reading; Supplementary Reading Materials; Teaching Guides; *Teaching Methods; Vocabulary Development

ABSTRACT

This teacher's guide is designed to assist in teaching an eight-level supplemental reading series to help students learn and practice a variety of reading comprehension strategies. It explains the format of the eight student books; provides a complete scope and sequence chart for the series; and includes a brief introduction to reading comprehension. Most of the book offers practical, hands-on suggestions about how to use the series with students at various levels. Four sections cover using ReadingWise 1; using ReadingWise 2 and 3; using ReadingWise 4, 5, and 6; and using ReadingWise 7 and 8. The number of each student book corresponds to the approximate grade-equivalent reading level. Each section begins with information on what to expect and then presents activities, suggestions, and ideas for the individual lessons within the student books.(YLB)

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New Readers Press

CE CETR 0064

ED 473 765

ReadingWise

Comprehension Strategies That Work

Teacher's Guide

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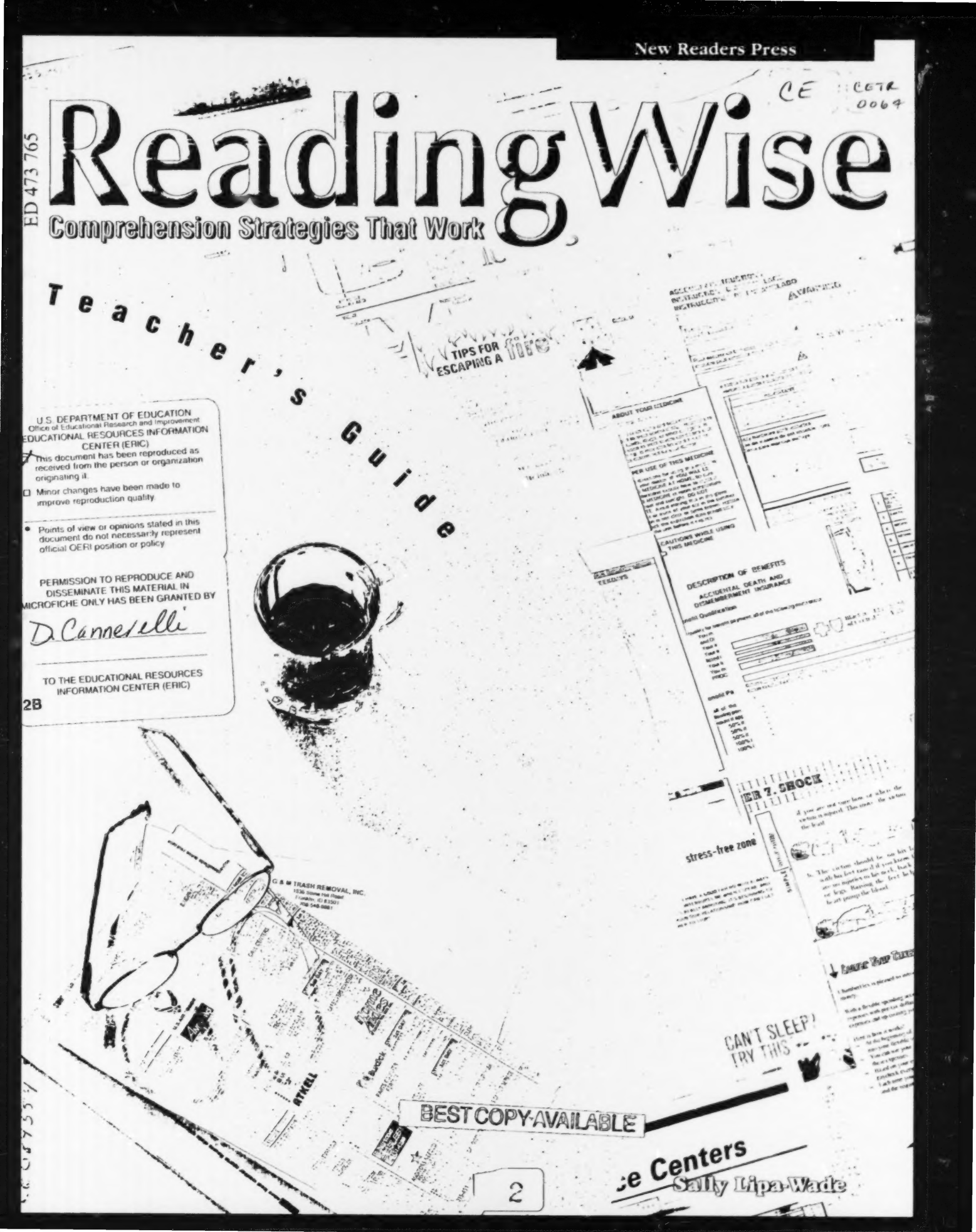

Centers

Sally Lipa-Wade

New Readers Press

Teacher's Guide

ReadingWise

Comprehension Strategies That Work

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ISBN 1-56420-438-3
Copyright © 2003 New Readers Press
New Readers Press
U.S. Publishing Division of Laubach Literacy
1320 Jamesville Avenue, Syracuse, New York 13210

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Printed in the United States of America
9 8 7 6 5 4 3 2 1

All proceeds from the sale of New Readers Press materials support literacy programs in the United States and worldwide.

Series Editor: Judi Lauber
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To the Teacher

Welcome to *ReadingWise*. This eight-level supplemental reading series is designed to help students learn and practice a variety of reading comprehension strategies. These strategies can help them understand and remember more of what they read. The number of each student book, from 1 to 8, corresponds to the approximate grade-equivalent reading level.

Each lesson in the student books focuses on one strategy and is organized in four parts:

- **This Is the Idea** demonstrates how the strategy works.
- **Take a Closer Look** shows students how to use the strategy. The questions, which include hints and other aids, are designed to allow students to experience success.
- **Try It** helps students use the strategy more independently.
- **Use It** lets students use the strategy on their own.

Each lesson part is built around a reading of a type that adults encounter every day: news articles; workplace documents; consumer information; charts and graphs; advertisements; editorials; texts on science, history, language, and other subjects; and more. The readings are individually formatted to resemble real-world documents. An answer key in the back of each student book allows students to check their own work.

The strategies taught in *ReadingWise* move from simpler to more complex as students work through a book. However, later lessons do not depend on earlier ones, so you can select specific lessons or use lessons in any order, depending on your students' needs. In addition, the same strategies are covered at different levels, most of them in all eight books. Thus, students who need to practice with a particular strategy can do so with easier or more difficult text as required.

To assist you in teaching with *ReadingWise*, a complete scope and sequence chart for the series appears on pages 6–11. This teacher's guide also includes a brief introduction to reading comprehension (pages 12–15). Most of the book (starting on page 16) offers practical, hands-on suggestions about how to use *ReadingWise* with students at various levels.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Prior Knowledge	1. **Using Prior Knowledge** signs • science article • food chart • weather report			
Word Analysis	2. **Recognizing Word Elements** word lists • science article	1. **Understanding Prefixes and Suffixes** word lists • TV review		
Vocabulary	3. **Building a Sight Word Vocabulary** phone service ad • word cards	2. **Building Your Reading Vocabulary** rental ad • word cards	1. **Building Your Reading Vocabulary** product use directions • word cards	
	4. **Using Context Clues** science article • cooking tip • business column • buying guide	3. **Using Context Clues** cooking tip • business and science articles • product safety warning	2. **Using Context Clues** art history text • yard care tips • first-aid directions	1. **Using Context Clues** recipe • how-to and civics articles • travel tip
			3. **Using Synonyms** travel and science articles • public service ad • course listings	
				2. **Understanding Figurative Meanings** news reports • travel ad • job advice
Reading Strategies	5. **Previewing** magazine covers • magazine headlines and pictures			
		4. **Predicting Content** titles and pictures	4. **Predicting Content** headlines and pictures	
	6. **Setting a Purpose** book covers • magazine headlines and pictures • history article • home safety tip	5. **Setting a Purpose** magazine headline • business article • opinion column • book review	5. **Setting a Purpose, Rate, and Method** product manual • news, sports, and weather reports	3. **Predicting Content; Setting Purpose and Method** events listing • news and sports articles • table of contents
	7. **Predicting Content** headlines and pictures • flyers			
	8. **Questioning the Text** sports and news reports • science article • gardening directions	6. **Questioning the Text** science and language articles • opinion column • news report	6. **Questioning the Text** biography • gardening and travel articles • news report	4. **Questioning the Text** consumer tip • biography • job-hunting tip • school memo
	9. **Monitoring Comprehension** story title and picture • K-W-L chart • biography	7. **Monitoring Comprehension** headline and picture • K-W-L chart • travel article	7. **Monitoring Comprehension** magazine headline and picture • K-W-L chart • nature article	5. **Monitoring Comprehension** brochure cover • K-W-L chart • tax advice
		8. **Summarizing** fitness and home-safety tips • voter handbook • biography	8. **Summarizing** consumer, food, and lifestyle articles • biography	6. **Summarizing** job-hunting and parenting tips • product use directions • biography
				7. **Paraphrasing** tax tip • biography • history and nature articles

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LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8	
				Prior Knowledge
				Word Analysis
				Vocabulary
1. **Using Context Clues** news report • history and civics texts • health notice	1. **Using Context Clues** health and science texts • sports article	1. **Using Context Clues** science article • history and business texts • kitchenware catalog	1. **Using Context Clues** science, business, and civics texts • circle graph • store directory	
2. **Understanding Figurative Meanings** art review • parenting and organizing tips • personal letter				
				Reading Strategies
3. **Setting a Purpose and Method** news and sports reports • table of contents • newspaper special section	2. **Setting a Purpose and Method** sports and news reports • table of contents • newspaper special section	2. **Predicting Content; Setting Purpose and Method** table of contents • magazine cover • news report • index	2. **Predicting Content; Setting Purpose and Method** magazine index • news story • tables of contents	
4. **Questioning the Text** parenting advice • art history and computer texts • health article	3. **Questioning the Text** science and history texts • parenting tip			
5. **Monitoring Comprehension** book cover • K-W-L chart • nature text	4. **Monitoring Comprehension** book covers • science text	3. **Questioning the Text; Monitoring Comprehension** book cover • K-W-L chart • history and language texts • newsletter article	3. **Questioning the Text; Monitoring Comprehension** book cover • history articles • K-W-L chart • psychology text	
6. **Summarizing** travel tip • sports and history articles • biography	5. **Summarizing** sports feature • health, history, and computer texts			
7. **Paraphrasing** history, art, science, and business texts	6. **Paraphrasing** history and science texts	4. **Summarizing and Paraphrasing** travel and health articles • communications text • workplace memo	4. **Summarizing and Paraphrasing** history text • sports and gardening articles • petition	

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Topic	**10. Recognizing the Topic** signs • news report • bus schedule • travel article	**9. Recognizing the Topic** newspaper headlines and photos • chart • travel article • biography	**9. Recognizing the Topic** pamphlet covers • chart • history text • movie article	**8. Recognizing the Topic** catalog covers • sports standings chart • car owner's manual • history article
		10. Anchoring Understanding on the Topic list • directions • biography • business column	**10. Anchoring Understanding on the Topic** car ad • safety and tax tips • sports column	**9. Anchoring Understanding on the Topic** fabric care directions • history article • travel book • warning sign
Main Idea	**11. Recognizing the Main Idea** energy-saving tips • travel ad • science article	**11. Recognizing the Main Idea** health tips • how-to article • movie review	**11. Recognizing the Main Idea** art book • pet and history articles • town report	**10. Recognizing the Main Idea** biography • art article • consumer tip • science text
		12. Anchoring Understanding on the Main Idea political ad • organizing and cooking tips • advice column	**12. Anchoring Understanding on the Main Idea** safety tip • consumer advice • public service ad • sports report	**11. Building on the Main Idea** personal finance advice • history and civics articles • car insurance directions
Details		**13. Recognizing Significant Details** lost-pet flyer • product label • rebate directions • contest rules	**13. Recognizing Significant Details** language and history articles • marketing tip • news report	**12. Recognizing Significant Details** health and photography tips • biography • science article
		14. Understanding the Significance of Details shopping and savings tips • how-to and health articles	**14. Understanding the Significance of Details** workplace memo • consumer guide • lecture flyer • menu	**13. Understanding the Significance of Details** travel guide • consumer guide • editorial • nature article
Sequence	**12. Following a Sequence** picture sequence • product use directions • letter to the editor	**15. Following a Sequence** recipe • news reports • product use directions	**15. Following a Sequence** sports and news reports • product use directions • travel article	**14. Following a Sequence** cooking directions • travel and history articles
		16. Understanding Sequence cooking tip • news reports • product assembly directions	**16. Understanding Sequence** news reports • product use directions • travel directions	**15. Understanding Sequence** how-to and history articles • tenant notice • product use directions
Cause and Effect	**13. Understanding Cause and Effect** health article • opinion column • news report • how-to article	**17. Recognizing Cause and Effect** medicine warning label • science and business articles • opinion column	**17. Recognizing Cause and Effect** science, business, and nature articles • opinion column	**16. Recognizing Cause and Effect** parenting, business, and sports advice • trouble-shooting flowchart
		18. Understanding Cause and Effect history, health, science, and nature articles	**18. Understanding Cause and Effect** health, science, nature, and civics articles	**17. Understanding Cause and Effect** science, nature, and civics articles • health advice
Classification	**14. Understanding Classification** pictures of groups • word lists • display ad • job application	**19. Recognizing Classification** job openings notice • bus fare chart • car rental rate charts	**19. Recognizing Classification** clothing sale ad • hotel rate chart • menu • gardening advice	**18. Recognizing Classification** phone rate chart • budget chart • science and health articles
		20. Understanding Classification bank sign • loan form • cooking article • cable TV rate chart	**20. Understanding Classification** election ballot • zoo guide • table of contents • school notice	**19. Understanding Classification** guides to rental housing and employee benefits • fitness chart • news article sidebar
Comparison/ Contrast	**15. Understanding Comparison** lists • buying guide • book and movie review • news report	**21. Recognizing Comparison** science article • product comparisons • news report	**21. Recognizing Comparison** product comparison • travel ad • news report • opinion column	
	16. Understanding Contrast lists • buying guide • book and movie review • news report	**22. Recognizing Contrast** science article • product comparisons • news report	**22. Recognizing Contrast** product comparison • travel ad • news report • opinion column	**20. Recognizing Comparison and Contrast** restaurant review • city budget graph • display ads

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LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8	
8. **Recognizing the Topic** sales brochure • how-to directions • cooking advice • travel brochure	7. **Recognizing the Topic** sign • ads • installation directions • history text			**Topic**
9. **Anchoring Understanding on the Topic** moving fact sheet • photography and consumer advice • civics text	8. **Anchoring Understanding on the Topic** help-wanted ad • health brochure • biography • health text			
10. **Recognizing the Main Idea** science text • health brochure • biography	9. **Recognizing the Main Idea** history, science, and language texts • opinion column			**Main Idea**
11. **Building on the Main Idea** job-hunting, parenting, and organizing tips • civics text	10. **Building on the Main Idea** parenting, business, and job-hunting tips • travel article	5. **Using the Topic and Main Idea** advice column • history text • food stamp brochure • income tax directions	5. **Using the Topic and Main Idea** history text • consumer and travel articles • church bulletin	
12. **Recognizing Significant Details** consumer and cooking tips • history and civics texts	11. **Recognizing Significant Details** language and civics texts • cooking tip • parallel parking directions			**Details**
13. **Understanding the Significance of Details** mailing and parenting tips • science and history texts	12. **Understanding the Significance of Details** science and history texts • employee manual	6. **Understanding the Significance of Details** school notice • driving and gardening advice • workplace memo	6. **Understanding the Significance of Details** travel and business articles • employee notice • warning label	
14. **Following a Sequence** travel article • history text • brochure • directions	13. **Following a Sequence** history and science texts • picture-taking directions • news report			**Sequence**
15. **Understanding Sequence** memo • cooking and how-to tips • science text	14. **Understanding Sequence** magazine feature • nature text • product use directions • workplace memo	7. **Understanding Sequence** science and travel articles • product use directions • workplace memo	7. **Understanding Sequence** sports and news reports • history text • personal letter	
16. **Recognizing Cause and Effect** business, safety, and parenting tips • troubleshooting flowchart	15. **Recognizing Cause and Effect** cooking tip • history, science, and language texts			**Cause and Effect**
17. **Understanding Cause and Effect** science texts • health brochure	16. **Understanding Cause and Effect** home safety tip • school notice • science text • cooking article	8. **Understanding Cause and Effect** business text • health advice • news report	8. **Understanding Cause and Effect** sports and news reports • history text • parenting tip	
18. **Recognizing Classification** circle graph • sales brochure • course listings • tax rate chart	17. **Recognizing Classification** how-to article • catalog index • chart • science text			**Classification**
19. **Understanding Classification** advertising small print • job news • circle graph • table of contents	18. **Understanding Classification** news report • opinion column • table of contents • movie ratings chart	9. **Understanding Classification** employee manual • health club flyer • history text • news headlines	9. **Understanding Classification** business text • job brochure • health care brochure • job evaluation form	
				Comparison/ Contrast
20. **Recognizing Comparison and Contrast** handwritten chart • museum review • car ads • nutrition chart	19. **Recognizing Comparison and Contrast** movie and product reviews • hotel features and comparison charts			

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Comparison/ Contrast (continued)		**23. Understanding Comparison and Contrast** buying, health, and travel tips • public transportation ad	**23. Understanding Comparison and Contrast** product comparison • TV listing • nature article	**21. Understanding Comparison and Contrast** book review • transportation ad • science article
Outcomes	**17. Predicting Outcomes** gardening directions • science article • household tip • news report	**24. Predicting Outcomes** weather report • recipe • health tip • how-to article	**24. Predicting Outcomes** nature articles • product use directions • school notice	**22. Predicting Outcomes** nature article • recipe • parenting and personal finance advice
		25. Applying Predictions of Outcome weather report • cooking and health tips • public notice	**25. Applying Predictions of Outcome** driver's guide • home repair tip • product use directions • library notice	**23. Applying Predictions of Outcome** driver's guide • gardening advice • voter registration directions
Conclusions	**18. Drawing Conclusions** signs • public notice • product guide	**26. Drawing Conclusions** news report • health notice • nature article • job ads	**26. Drawing Conclusions** nature and science articles	**24. Drawing Conclusions** product comparison • home maintenance advice • nature article
		27. Applying Conclusions special event ad • parents' movie guide • news report • course listings	**27. Applying Conclusions** video-game guide • safety tip • medicine labels • nature article	**25. Applying Conclusions** consumer advice • concert review • history and nature articles
Inferences	**19. Making Inferences** public notice • theater review • letter to the editor • science article	**28. Making Inferences** home maintenance tips • pet selection advice • biography	**28. Making Inferences** opinion column • science article • public service ad • biography	**26. Making Inferences** insurance advice • language and history articles • household tip
		29. Applying Inferences political ad • medicine label • sports viewing tip • history article	**29. Applying Inferences** car owner's manual • health and computer tips • product warning label	**27. Applying Inferences** news report • nature and science articles • art book
Generalizations				**28. Making Generalizations** food articles • bar and line graphs
				29. Testing Generalizations bar graph • personal letter • sports and travel columns
Facts and Opinions	**20. Separating Fact from Opinion** letters to the editor • opinion columns	**30. Separating Fact from Opinion** menu • opinion column • theater review • nature article	**30. Separating Fact from Opinion** history article • movie review • opinion column • rental ads	**30. Separating Fact from Opinion** car ad • biography • drug safety tip • editorial
		31. Evaluating Opinions news report • transcript of speech • opinion column • letter to the editor	**31. Evaluating Opinions** public notice • opinion column • letter to the editor • editorial	**31. Evaluating Opinions** store notice • business letters • editorial
Evaluating				

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LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8	
21. **Understanding Comparison and Contrast** how-to article • phone plan ad • game review • sales brochure	20. **Understanding Comparison and Contrast** Internet access and investment charts • product review • product guide	10. **Understanding Comparison and Contrast** news report • health brochure • business article • household tip	10. **Understanding Comparison and Contrast** consumer advice • history text • house rental ads • ordering directions	Comparison/ Contrast (continued)
22. **Predicting Outcomes** cooking and parenting tips • business and science texts	21. **Predicting Outcomes** parenting and business tips • science text • news article			Outcomes
23. **Applying Predictions of Outcome** driver's guide • cleaning and auto care tips • bookstore flyer	22. **Applying Predictions of Outcome** energy-saving tip • rebate directions • bicycle safety tip • opinion column	11. **Applying Predictions of Outcome** studying, cooking, and driving tips • recipe	11. **Applying Predictions of Outcome** magazine feature • moving advice • history text • product use directions	
24. **Drawing Conclusions** safety tip • science and history texts • health article	23. **Drawing Conclusions** history text • public service and bank ads • memory tip			Conclusions
25. **Applying Conclusions** how-to tip • magazine and toy ads • science text	24. **Applying Conclusions** health and business texts • yard care and consumer tips	12. **Applying Conclusions** history text • editorial • travel safety tips • health article	12. **Applying Conclusions** history texts • sports advice • course description	
26. **Making Inferences** geography and science texts • consumer and travel tips	25. **Making Inferences** sports column • travel tip • science texts	13. **Making Inferences** history texts • travel and business articles	13. **Making Inferences** pet article • public speaking advice • history text • voice-mail menu	Inferences
27. **Applying Inferences** science text • parenting and cooking tips • travel brochure	26. **Applying Inferences** opinion column • history and science texts • self-help advice	14. **Applying Inferences** holiday and financial advice • editorial • workplace memo	14. **Applying Inferences** nature and consumer articles • opinion column • shopping list	
28. **Making Generalizations** pictograph • parenting article • weather chart • consumer tip	27. **Making Generalizations** news report • line graphs • food article	15. **Making Generalizations** line and circle graphs • parenting tip • business article	15. **Making Generalizations** safety tip • language text • nutrition chart • posted rules	Generalizations
29. **Testing Generalizations** personal letter • sports and health columns • event review	28. **Testing Generalizations** letter to the editor • product review • opinion column • personal letter	16. **Testing Generalizations** opinion and travel columns	16. **Testing Generalizations** opinion columns • double bar graph • letter to the editor • teacher's letter	
30. **Separating Fact from Opinion** newsletter • travel article • biography • history article	29. **Separating Fact from Opinion** computer text • safety notice • art exhibit sign • history text	17. **Separating Fact from Opinion** product ad • restaurant review • editorial • day camp brochure	17. **Separating Fact from Opinion** concert review • political endorsement • rental ads • consumer advice	Facts and Opinions
	30. **Evaluating Statements of Fact** language, geography, and science texts	18. **Evaluating Statements of Fact** language and history texts • travel article • editorial	18. **Evaluating Statements of Fact** travel article • history and science texts • diet program ad	
31. **Evaluating Opinions** editorials • letters to the editor	31. **Evaluating Opinions** news article • letters to the editor	19. **Evaluating Opinions** corporate ad • editorial • opinion column • press release	19. **Evaluating Opinions** letters to the editor • opinion columns	
		20. **Evaluating Author Viewpoint, Purpose, and Bias** advocacy letter • policy statement • letter to the editor • letter to parents	20. **Evaluating Author Viewpoint, Purpose, and Bias** letter to the editor • policy statement • editorial • union flyer	Evaluating

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Understanding Reading Comprehension

This section offers some background on how reading comprehension is defined and understood by educators. Later sections in this teacher's guide give practical, hands-on ideas about how to use *ReadingWise* to teach reading comprehension.

Reading comprehension is more complicated than being able to identify words and understand their meanings. Adults who are learning to read often need explicit instruction to develop the higher-level skills required for reading comprehension.

Reading comprehension is a complex cognitive activity that takes place between a reader and text. The goal of reading is to bring meaning to written text. In other words, the reader interacts with the print to try to understand the author's meaning. This interaction is much like the one that occurs between a speaker and a listener, but is not exactly the same. The author isn't present, so the reader has to bring meaning to the author's message.

Reading comprehension is a highly abstract process that involves a reader's ability

- to recognize the printed words on the page
- to understand the author's message at the sentence level (the idea units)
- to understand the author's message at the paragraph level (combining several idea units)
- to understand the whole selection

Readers must use several comprehension processes to understand what they read. **Comprehension processes** can be defined as the thinking in which readers engage as they interact with print to understand an author's message. Prior experience, background knowledge, and language facility are key elements in comprehension processes. **Comprehension strategies**, on the other hand, are specific activities used by readers to aid them in identifying and recalling important information in text. Both processes and strategies are necessary for successful reading.

Reading comprehension occurs within a context made up of three components: the reader, the text, and the situation. The reader's input, how the text is written, and the situation in which reading occurs all affect comprehension.

The Reader

Reader characteristics essential for comprehension include prior experience and background knowledge, schema, prediction, metacognition, oral language patterns, word recognition, and motivation and attitude.

Prior Experience and Background Knowledge

Prior experience and background knowledge about a topic help the reader understand written information. Familiarity and experience with the topic give the reader a comprehension advantage. Once a reader activates prior experience and background knowledge, this knowledge storehouse helps a reader connect with an author and comprehend information.

Looking at a picture, reading a caption, reading a headline, or discussing a topic with a teacher or fellow student helps readers activate prior experience and background knowledge. As a result, the reader is able to anticipate and predict the information the author wants to convey.

Sometimes a reader has little prior experience or background knowledge about a topic. In such cases, you can help students by developing a solid foundation of information before reading.

In addition, a reader's prior experience and background knowledge may not coincide with what the author has written. This situation can be very confusing because the text information is different from what the reader expects. You can help students coordinate their knowledge and experience with the text information by asking carefully worded questions or by stating how the text handles the topic (for example, "This selection is about how to use newspaper ads to help you shop. How do you use ads?").

Schema

An individual's schema is based on how the individual views the world. *(Schemata* is the plural of *schema.)* A schema can be likened to a plan: a plan for how someone approaches reading, completes school assignments, identifies and recalls words, undertakes traveling, handles child care, does meal planning and grocery shopping, and so on. It's the procedure used by an individual for doing daily tasks and solving problems. For example, one person's schema for catching a bus might be to arrive at the bus stop 10 minutes early. Another person's schema might be to arrive just in the nick of time. Yet another person's schema might be to be the first passenger to board the bus. As soon as the bus is in sight, this person would move to the curb where the bus usually stops. Because a schema is so personal, we are often surprised when others do not follow the same plan or procedure that we do.

Like prior experience and background knowledge, one's schema related to the topic of a text can be activated by discussing the topic, examining a picture, or reading a title or headline. Students' schemata also affect the way they perform these prereading tasks.

Prediction

Prior experience, background knowledge, and schema selection help readers predict the information they will read. Sometimes the predictions are accurate; sometimes they are not. It's like a game in which the reader says, "I think this article is about _____, and I think the author will tell me about _____." Once the reader has interacted with some aspect of the written material, original predictions can be maintained or changed.

Predicting text content helps provide readers with purpose and motivation for reading. Most fluent readers are not even aware that they make predictions before they start to read. Adults who are learning to read need instruction in how to consciously make predictions before and during reading.

Metacognition

Metacognition is the conscious awareness of one's own thinking and learning processes and the knowledge of how to control and regulate these processes. Understanding one's learning processes and taking control of them is a huge step for a beginning reader. Metacognitive factors come into play when the reader is aware that the print isn't making sense. Difficulties with word recognition or sentence understanding often make text difficult to understand. Another metacognitive process is selecting an appropriate strategy to guide and aid one's comprehension.

A reader who can use metacognitive processes is able to approach text with confidence. Control and regulation of one's metacognition develops with teacher guidance, discussion, and the knowledge of how and when to use certain strategies that will aid comprehension. Metacognition also involves flexibility in reading. Good readers are flexible readers, changing their strategies and reading rate to understand different kinds of text.

Oral Language Patterns

A reader's oral language patterns can help or interfere with understanding written material. Some readers, while native speakers of English, have learned dialectical speaking patterns that are seldom used in written English. Oral language patterns usually overrule written language, and readers will try to make the written material conform to their oral language patterns.

While a reader can maintain an understanding of the gist or topic of a selection for some time, details and specific information are lost when there is a mismatch between author's and reader's language. For example, the text might say, "Luís has five dollars to spend on food," but a reader might read it as, "Luís had five dollars but he spent it." In this case, you might say to the student, "Look at this word *[has]* again. Is that word *has* or *had?* Now try that sentence again." Usually students can self-correct their reading once they correct the initial error.

Word Recognition

Word recognition does not ensure comprehension, but it is essential for effective comprehension. Good readers take word recognition for granted. Beginning readers and those who have difficulty recalling written words may see word recognition as the only thing needed for successful reading. You should be aware that word recognition is *necessary* but *not sufficient*

for reading comprehension. Helping readers recognize words and develop a strategy for independently identifying unknown words indirectly helps them comprehend text.

If students have trouble with word recognition, tell them which words they do not correctly identify, or ask them to look at the words again. Quite often, little words such as *run*, *have*, *what*, *that*, and *then* are read incorrectly, causing readers to change the tense of a sentence, which in turn forces them to change the content words and the meaning.

Motivation and Attitude

Motivation and attitude play an important part in reading comprehension. Some adult literacy students have failed repeatedly while trying to learn to read, and they can be fragile, easily discouraged, and quick to believe that they cannot learn. Often, their body movements will alert you to frustration and feelings of defeat. When you recognize such frustration, remove the cause. To do so, you might have to read a passage or sentence to students, identify an unknown word, or ignore word identification errors until reading is complete. These teaching decisions can help ensure that students experience success. Successful reading experiences motivate readers to continue to engage in print activities and to believe that they can read. Keep your students' self-esteem and progress as your highest priorities.

Implications for Teachers

You should help students use their thinking skills before, during, and after reading. Pre-reading the selections in each lesson will help you understand the "reader factors" that will be necessary for comprehension in each case. Guide students to use these reader factors successfully by asking questions, offering suggestions, and sharing your thinking. Talk about your thoughts as you sample an article (for example, "I think this article is about being a careful shopper. Look at these key words and the picture. Once I paid too much for a new TV by not shopping carefully. Now I'm more careful when I buy something. What experiences have you had like this?"). Students will imitate your reading behaviors.

The Text

Text characteristics are also important in comprehension. Texts are written at different difficulty levels, and the format, author's style, content, and organization can affect comprehension.

Format

The way text is formatted can help a reader understand the author's topic before reading. For example, illustrations, pictures with captions, and bold headings are direct cues to the reader about the content of the text.

The text can also be long or short. Long text often overwhelms a reader and prevents any attempt at reading. On the other hand, short text is often a series of main-idea statements that do not include the details to help explain those main ideas. In either case, the reader may be shortchanged and comprehension can be affected.

Author's Style

The author's style of writing can make text easy or difficult to read. Uncommon words and words of three or more syllables are often difficult for beginning readers to identify. The author's sentence patterns can also make the text easy or difficult. Text that uses conversational patterns is usually easily understood. Stilted text, with sentences that do not flow well, is more difficult to comprehend.

Content

A reader's interest and motivation are directly related to text content. People have special interests, hobbies, and activities that motivate them and provide them with a purpose for reading. Difficult material can often be read if the reader has enough background knowledge and prior experience with the subject. Many readers can recognize the specialized words used in their areas of interest.

Organization

The way in which ideas are organized within a text can help the reader comprehend written infor-

mation quickly and efficiently. This makes for easy, no-hassle reading. Text consistency is an important feature. Organizational patterns such as cause/effect, comparison/contrast, sequencing, lists, and placement of main ideas are helpful.

In addition, a reader can activate background knowledge and prior experience by pre-reading information such as pictures, diagrams, word maps, and introductions. Likewise, post-reading activities such as answering questions and summarizing help the reader recall text information. These text features help readers use prior experience and background knowledge and select and maintain a schema for the material to be read.

Implications for Teachers

Adults who are learning to read usually do not examine text features prior to reading unless they are directly taught how to do so. Examining the text before reading helps students take charge of their reading. You should model how to examine the text by sharing your thoughts about the text features of particular articles. For example, you might want to point out text features that will aid comprehension, such as bold print, titles, key words, and so on.

The Situation

Under what conditions are readers asked to engage in print activities and comprehend written material? The situation in which reading occurs can have a major impact on a reader's ability to comprehend. First, to be able to demonstrate comprehension, a student must understand the procedures and activities involved in the comprehension task. Next, the reader should have a purpose in reading. Finally, the social context in which reading occurs can profoundly affect a reader's motivation and success.

Understanding the Task Demands

Students should clearly understand how to do the tasks that are used to assess their reading comprehension. Some readers appear to have comprehension difficulties, when in fact they just don't understand how to respond to the assessment tasks. Teacher input is needed to bridge the gap between the text information, the student's comprehension, and the assessment tasks.

Purpose

All readers need a purpose for reading. Purposes can be specific, such as reading to find an answer or to pass a test, or can be general, such as reading for entertainment. Purposes can also be intrinsic or extrinsic. An intrinsic purpose comes from a person's inner desire, while an extrinsic purpose comes from outside factors, such as a teacher's announcement of an upcoming test.

Social Context

Social interactions between students, and between students and teachers, can have a profound effect on a reader's comprehension. Expectations, social customs, and student feelings about reading can be directly related to comprehension ability. Providing students with a positive, upbeat attitude toward reading is important for success. In particular, your attitude, enthusiasm, and belief in students provide a positive social context.

Implications for Teachers

Provide a positive learning environment for students. Be mindful of everyday events that can alter their moods and feelings, and offer interesting and successful lessons. Your attitude sets the tone. Sincerity is one quality of a good teacher. Show genuine interest in students, and enjoy working with them. Be sure they leave each lesson feeling that they can learn to read and that they are making progress.

Summary

Reading comprehension is a complex process that requires the reader to engage in several multilevel cognitive activities in rapid succession. While reading comprehension can be discussed in terms of discrete skills, current information suggests that reading comprehension is best described as an interaction between the reader and the author in which the reader constructs meaning from the written text.

Using *ReadingWise 1*

What to Expect

Word Recognition

While students working in *ReadingWise 1* will have a wide range of reading abilities, many will be at a *contextual* stage of reading development. In this stage, readers depend on their background knowledge, picture clues, prior discussion, and some key content words to "read" the selection. These students "read" with surprising fluency, but they make up much of the text by reading words that are not part of the print. Some of the words are synonyms and do not change the meaning of the selection; for example, *cop* for *policeman*. Other words that are read incorrectly, such as *who, what, that, are, can, come,* or *won't,* change the author's meaning. Such misreadings ultimately leave the reader making up the rest of the story. While readers at this stage usually understand the gist of a selection, the mismatch between written and spoken word eventually interferes with comprehension.

Other students at this level are "word bound." That is, their word recognition and word analysis skills are developing but are not yet automatic. Students who try to figure out each word they encounter read slowly, often neglecting comprehension to focus on word recognition. Reading, a relatively unfamiliar activity for students at this level, demands considerable mental resources.

Comprehension

Always provide successful learning experiences for students. You may find that it is easier for students to understand when they listen as information is read to them. If your goal is to help students comprehend, then you should provide optimum conditions for comprehension. If reading to students provides such conditions, then do so.

Another way to establish trustful, successful learning experiences for students is to engage them in discussion before and after reading. Talk about the information you read, ask the questions in the books, and discuss the answers. People learn through talk and discussion, especially adults who are not fluent readers.

Some students will need a great deal of discussion and description before they understand what a selection means. If so, include lots of pre-reading activities (described in more detail starting on page 17) to help students activate schemata through prior experience and background knowledge.

If students have difficulty answering a question posed in the *ReadingWise* student book, try one or more of these basic strategies:

- Read the question a second time, giving students another chance to think about it and about possible answers.
- Talk with students about the question; for example, "What is this question asking?"
- Describe, in your own words, the information in the reading. Ask students to pretend that they are involved in the situation described in the selection. Often, personalizing a situation helps readers comprehend.

Attitude

Your students want to be literate, to be able to read and to write. Many have paid a high emotional price in pursuit of this goal. Adults enter a literacy program for many reasons, some of which are external (the need to obtain a job, family pressures) and some of which are internal (one's own need to become literate, embarrassment about one's reading and writing problems).

Adult students can bring a lot of history to a learning situation. Some adults have experienced years of failure as they tried to learn to read and write. Fear of failure imparts an atmosphere of uncertainty and raises the unspoken question "Will I be able to learn *this* time?" Some students will bring to the

learning situation anger at themselves and others for past repeated failures.

Some students will be highly motivated to struggle through the rigors of the literacy program. Others will lose their enthusiasm when life situations such as family crises and employment problems override their literacy needs.

It is beyond the scope of this book to discuss in detail the needs of non-native English speakers in literacy programs. However, you should be aware that most non-native speakers of English have a different motivation from native English speakers for entering a literacy program: They *need* to learn English in order to survive and function in U.S. society. In addition, the cultures, experiences, and educational backgrounds of these students will vary much more than those of native English speakers. As a result, their attitudes toward literacy and education will also vary considerably.

The Instructional Setting

Students may be taught in groups or one to one. Regardless of the setting, you should become well acquainted with your students. Each person brings unique characteristics and abilities to the learning situation. Gradually, their fears, angers, and frustrations with reading and writing will become evident. Encourage students to express themselves. There is often comfort in knowing that others share similar feelings. Many students have learned reading behaviors that compensate for their word recognition difficulties; for example, "reading" by reciting what they think may be printed. Help them use these same strategies more effectively; for example, by predicting what the text will be about and by re-reading each word in a sentence to be sure they are reading the author's words. (Suggestions suitable for use with specific lessons appear later in this teacher's guide.)

Pre-Reading Activities

Although the pre-reading activities discussed here can be used throughout *ReadingWise 1* to help students think about the information to be read and activate comprehension processes, they may be particularly useful for Lessons 1, 4, 5, 6, 7, 10, and 11.

Adults have a wealth of prior experience and background knowledge that can be used to aid comprehension. Students should be given the opportunity to learn by activating what is *known* or *familiar* before engaging in *unknown* or *unfamiliar* activities.

Start with Oral Language

Speaking and listening are *familiar* activities. Discussion helps students realize how much they know about a topic. They will learn to connect their experience and knowledge with the information in the text. Here are three ways you can use oral language with students:

- Talk about a favorite food, dessert, hobby, or sport; an activity like knitting, sewing, painting, or drawing; the weather; and so on. Ask students to tell you what they know about one or more of these topics. Write some key words as students talk. After discussing the topic, show students the word list you have made. Tell students that they know quite a bit about a particular topic. This background knowledge can be helpful in understanding what is read.
- Readers use what they know about a topic to help them read. As you show students the word list you made during your discussion, read and point to the words so students can both see and hear them. Then, ask a student to read the words. If the student can't remember a word, you should read it. Ask, "Did you realize how much you knew about this topic?"
- Readers use what they know about a topic and about sentence structure to identify unknown words. Students can predict words from the topic and from the words surrounding an unknown word in a sentence. Start by orally stating sentences in which a key word is omitted. For example, you might say, "The apple fell off the _____." Ask students to supply a word or words that might fit in that sentence. Answers such as *tree, table, cart,* or *truck* are some that make sense. After practicing by using several sentences (see examples below), students will be better prepared to use context for word identification.
  - The boy ran _____ as fast as he could. *(home, away)*

- Mother hung her dress in the _____.
  (closet)
- Teo was too upset to _____.
  (sleep, eat, work)
- Yori enjoyed the ice cream _____.
  (cone, sundae, soda, treat)

Draw Representations

To further emphasize that words and ideas can be expressed in many ways, ask students to draw pictures of some of the words you discussed. Label the pictures and discuss them.

Picture Clues to Help Activate What You Know

These ideas are particularly useful in working with Lessons 5, 6, 7, and 10. Explain to students how pictures can be used by readers to help them understand printed information. Search magazines for pictures of specific objects, such as a house, a car, a bus, grass, flowers, rocks, and so on. Model this activity by giving some examples of words that could be synonyms for *home* (*house, building, condo, apartment, flat, dwelling, residence,* and so on). Then brainstorm with students by thinking of and saying several synonyms for other pictures. For example, words for *car* could include *automobile, Chevy, Ford, minivan, sedan, vehicle, wheels,* and so on, depending on the picture. Point out that several words can be used to describe a picture. Keep students' cultural background and language patterns in mind during this activity. Discuss word choices that represent the students' background, and accept these choices. You can ask students which of the brainstormed words should be used as a caption for the picture. Write the word and attach it to the picture.

Use Pictures, Titles, and Discussion to Predict a Topic

These suggestions can be used with Lessons 1, 5, 6, 7, and 10. Pictures and headlines help you think about the topic and the information you might find out from reading. Ask students to bring in a favorite magazine, or use your own magazines. Find an article with pictures that are helpful in understanding the title. You and the students should read the title and think about what the article could be about. If students have difficulty, you should take the lead and read the title; don't let students struggle with the reading. Tell them unknown words. Later you can discuss the word identification strategies that would work for these words.

Working with Sounds and Words

The suggestions in this section are particularly useful for students who are struggling with sound/symbol relationships and using phonics to unlock words. Lessons 2 and 3 address these skills. These ideas can also be used throughout *ReadingWise 2* for students who struggle with word identification. A few minutes of warm-up before reading can familiarize students with these skills.

Working with Consonants

Readers must understand how sounds and their letter representations form words. Much of this understanding is developed through auditory (hearing) activities in which the sequence of sounds is followed. These activities are done in the head, without seeing any letters or words. Students develop a mental picture of words and learn to manipulate different sounds to form new words or word parts. Here are some useful activities:

- Practice a word orally by adding and removing sounds. This exercise is now commonly used to help beginning readers of all ages understand that words are composed of individual sounds that can be manipulated. When the sequence or number of sounds in a word is changed, the word changes. Exercises like the one below can be done to help readers understand the role of individual sounds in words. When you do this exercise, be sure to say the whole word *ham* and then say the sound /h/ as "huh" rather than the letter name *H*.
  - "Say the word *ham*. Take the /h/ off *ham* and what do you hear?"
    "Am."
    "Take the /m/ off *ham* and what do you hear?"
    "Ha."
  - "Say the word *back*. Take the /b/ off *back* and what do you hear?"
    "Ack."

"Take the /k/ off *back* and what do you hear?"
"Ba."

- "Say *beat*. Take the /b/ off *beat* and what do you hear?"
"Eat."
"Take the /t/ off *beat* and what do you hear?"
"Be."

These words can also be used by following the same format as above:

bark	good	make	rake	toast
bump	hear	mart	same	walk
can't	hike	mend	slate	week
cat	hold	mine	soil	
dog	hurt	moon	teach	
feet	lied	page	tile	

- Read alliterative pieces to students (from children's books and poems, newspaper articles, or informational pieces in which you see many words starting with the same letter and sound). Ask students to listen and to identify the beginning sounds that are the same.
- Ask students to look through a newspaper or short magazine article to locate words that start with the same beginning letter. Have them put an *x* or a slash through the target letters. Ask students to read the words they recognize. Some students will benefit from writing the alliterative words in a list.

Working with Rhyming Patterns

Rhyming activities can be done with pictures or with oral words. Pictures for rhyming activities can usually be found in phonics books for grades K–1 in a supermarket or toy store. Pictures of objects that rhyme *(truck–duck)* can also be drawn or found in magazines. First establish an oral understanding of the concept of rhyme. Do this by saying words that rhyme and asking students to help by thinking of some other words that rhyme. Sometimes students lose the concept of rhyme and start supplying words that begin with the same sound; for example, *toy/ten*, instead of a rhyme, *toy/boy*. If this happens, correct them by supplying another rhyming pair and accentuate the ending sounds as being the same. Some examples of rhyming words follow:

- Ben, den, hen, men, pen, ten, when
- cup, pup, sup, up
- dish, fish, wish
- box, fox, lox, sox
- at, bat, cat, fat, hat, mat, pat, rat, sat, vat
- am, dam, ham, lamb, Pam, ram, Sam, scram, slam, tam, wham
- boat, coat, goat, moat, tote, vote
- bit, fit, hit, it, sit
- get, let, met, pet, set
- but, cut, hut, nut

Working with Compound Words

Clapping word parts, feeling the jaw drop, or using blocks to show each part of a compound word can help students *feel* the separate word parts. Use two index cards or small cardboard cards. Ask students to repeat some compound words after you and use one or more of the following exercises:

- Clap hands for each part in a compound word.
- Place your hand under your jaw. Feel it drop as you say each word part. (Some students may have difficulty feeling the jaw drop.)
- Move two index cards together to indicate that two words are becoming one word. Students say the first word and point to the first card; students say the second word and point to the second card.
- Draw the separate parts of a compound word on two cards: write the first part on the first card, and the second part on the second card.

Compound words you can use include *barefoot, baseball, boardroom, butterscotch, classroom, cowbell, cowboy, crybaby, farmhouse, fireman, footprint, grandfather, grandmother, grapefruit, halfway, housekeeper, landslide, lighthouse, lunchroom, mailman, policeman, postman, Sunday, sunflower, sunset, sunshine,* and *zookeeper.*

Working with Syllables

Just as compound words can be divided into parts, words can be divided into syllables, although a syllable is not a word when it stands alone. Hearing syllables in words is the first step in identifying multisyllabic words. Sometimes words of only one syllable confuse students when they are expecting to hear several word parts.

Practice syllables by making a list of one-, two-, three-, and four-syllable words. Ask students either to clap hands for each syllable heard or to put a hand under the jaw and feel the jaw drop as each syllable is said. Some examples are *balloon, elevator, kindergarten, October, Oklahoma, reading, remember, rhinoceros, sad, today,* and *work.*

Developing Sight Words

One aspect of proficient reading is the ability to recognize printed words instantly and automatically. Words have to be read in print many times before they become sight words.

Frequent reading and re-reading of articles and stories is one way for students to develop an automatic sight-word vocabulary. Some additional suggestions follow:

- Ask students to make a grocery list by writing (printing) the items. Help with spelling if students ask or if the item cannot be identified from the way the word is spelled. These items can be the start of a word bank.
- Develop a word bank. A word bank contains words that students can recognize *at sight* or with some *word analysis*. The words are written on cards and are stored in a box or on a ring holder. The purpose of the word bank is to provide additional practice with words that are already *known* to the student.

  The steps in developing a word bank are

  1. Ask individual students to identify, by reading, some sight words that they would like to have in the word bank. You can help a student decide which words are known and would qualify for the word bank.
  2. Print the word on an index card, or ask the student to print the word.
  3. Ask the student to dictate a meaningful sentence about the word.
  4. Use the back of the card to print the sentence. Underline the target word.

  Use the word bank for practicing sight words and reading the target word within a sentence. Ask each student to read the words and to check accuracy by reading the sentence on the back of the card. The sentence provides a meaningful context for recalling a target word.

  Finally, word banks get big, unwieldy, and time consuming very quickly. Take out the words that a student recognizes *very* quickly and no longer needs to practice.

Supporting the Reader

ReadingWise is intended to help readers comprehend text. You can use several activities to support students' interaction with the text. Readers who have word recognition or comprehension problems will benefit from these activities in all of the lessons in *ReadingWise 1*. Many of the activities are directly applicable to Lessons 5, 8, 9, 10, and 11.

Reading Walk

Take a "reading walk" through the text by reading the text to students. This procedure helps

- familiarize students with the content to be read
- familiarize students with the language (sentence) patterns the author uses
- familiarize students with words in the text that are not easily recognized nor sounded out
- provide students with a model for how the text should be read orally

First, ask students to follow along as you read the title and the body of the text aloud. You should point to each word as you read it. However, read the text naturally, not so slowly that it is stilted, nor too quickly for students to follow along. After reading, point to and say the words that might cause word recognition or meaning difficulties.

Next, ask a student to read with you as you re-read the text. Listen to the student's reading. Drop out of the reading if your support is not needed, but keep reading if it is.

Finally, ask individual students to read the text without help. Model comprehension monitoring by asking what has been read. If an error in word recognition is made, ask if the sentence makes sense. Intervene, if necessary, to help students maintain comprehension. Point out words that should be re-examined for correct identification.

Multiple Readings of Text

Reading material that has already been read provides students with familiar, already discussed text and

offers a reading warm-up and a successful experience. You or students select a previously read article, the choice of which is acceptable to all parties. Students can take turns reading parts of the article aloud. Reading aloud helps students monitor their word recognition and their comprehension. After this warm-up period, students are ready to progress to a new article. Familiar (previously read) articles can also be used to identify main ideas and topics. Since word recognition is no longer a problem, students can think about the key points.

Questioning the Author

To introduce the concept of questioning the author, read a short selection that is of interest to your students. Selections can be short excerpts from magazines such as *Car and Driver, Boating World, Sewing, Food and Dining,* and so on. It's important to read an article that holds high interest for students because in all likelihood they will have developed background knowledge and prior experience with the topic. After reading the article, present six cards, each one containing one of the following words: *Who, What, Where, When, Why, How*. These are the five *Wh* questions (plus *How*). You should ask a question in which one of the words is used. Show the card, and ask a question using that word. For example, show the card that says *What*, and ask "What was the _____ in this article?" Continue this procedure, using the *Wh* questions that apply to the reading.

To provide practice in questioning the author, read more of the same article or select another short piece from a new article and read it to students. Ask them to think of a *Wh* question for the information you have just read. Have students identify which *Wh* word is being used. Some students will need additional modeling by you to understand this give-and-take of reading and questioning. If so, read shorter pieces or ones in which the answer can be found directly in the text. Reading to students eliminates the burden of recognizing words, so students can use thinking for comprehension.

Topic Selection

Read a short excerpt from an article that is of high interest to your students. Before reading, remove the headline or title. Read the excerpt and discuss what you have read. Then ask students to brainstorm some good titles based on the content. Write some of these titles. Then re-read the selection and ask students to select the best title for the article. Show students the original title of the article. Compare your brainstormed titles with the author's title. Discuss the merits of each.

Using Language Experience Stories

Sometimes an author's language is so different from that of the reader that the activities associated with comprehension are difficult for students. One way to help students understand comprehension activities is to use students' own dictated stories—language experience stories. This activity can be changed to meet the demands of several comprehension tasks such as questioning, main idea, summarizing, and organizational patterns such as cause/effect, comparison/contrast, and sequencing.

1. Ask a student to tell you about an experience, event, special person, hobby, work, children, or other topic. Take the student's dictation exactly as said. Write each word clearly and space appropriately between the words. Guide the student to keep the story short and to the point. It's easy to lose track of our original intentions when we write and talk.
2. Ask the student to re-read the language experience story as it was dictated.
3. Ask the student about the content of the story. For example, several *Wh* questions can usually be made from statements in a story. The story can be given a title to provide practice in identifying a simple main idea, or the student can summarize the story in one sentence. Cause/effect, comparison/contrast, and sequencing patterns often emerge as a student dictates a story. If a pattern does emerge, point it out to the student and examine the key elements (for example, cause and effect).

Using Language Experience Stories with Specific Comprehension Tasks

These suggestions can be specifically applied to Lessons 12, 13, 14, 15, and 16. Oral discussion and dictated statements of real-life situations are useful resources for all lessons in *ReadingWise 1*. Patterns

of organization in text are the same patterns used in speech: sequence, cause/effect, classification, and comparison/contrast. Help students understand this concept by offering several everyday examples. Language experience stories (see previous section) can be dictated by the student and written by you to exemplify a specific comprehension activity.

Sequence: If sequencing is to be taught, you might ask a student to state three morning activities done before going to work. Talk about the kinds of activities people do in the morning and discuss the sequencing. Once the task is understood, write the student's dictated story. For example, if you asked a student to tell you three things that he or she does in the morning before work, the story might resemble this: "The first thing I do in the morning is shut off the alarm clock. Then, I get up and make the coffee. Finally, I eat breakfast." Ask the student to re-read the text, and point out the sequence words *first*, *then*, and *finally*. Use the story to reinforce the concept of sequence. It will be meaningful to the student because it was part of the student's experience.

Cause/Effect: "Rona put the kettle on to boil water for tea. She forgot about it until she smelled smoke and a bad odor. Rona didn't have any tea that day."

Ask students to identify the pattern (cause/effect). Ask about cause and effect in their lives.

Classification: "Mom asked Barry to help her sort through their magazines. She wanted to put each group together. Barry found *Car and Driver, Good Housekeeping, House and Garden, Country Living, Automobile,* and *Car Digest*."

Ask students to identify the pattern and the magazines that should be grouped. Other household items that could be classified include kitchen utensils, tools, furniture, and so on.

Comparison/Contrast: "Abby needs to decide which school her son should go to. She found out that Woodside School has a pool, a gym, and an athletic field, but no library, cafeteria, or music program. Jamesville School has a library, a music program, art classes, and an athletic field. It does not have a pool, a gym, or a cafeteria."

What's the same about each school? What's different? Ask students to think of a situation in their lives in which they used comparison and contrast.

Higher-Level and Critical-Reading Skills

These suggestions are particularly helpful to students who view reading and thinking as separate processes. Talk with students about understanding events and information even when they are not directly stated (either in conversation or in text). How does this happen? The author presents information in such a way that a reader's thinking processes fill in what's missing.

These ideas are particularly useful for Lessons 15, 16, 17, 18, 19, and 20, although critical-reading skills can be applied to all *ReadingWise* lessons. This type of reading is less threatening when you provide thinking situations that students might encounter in everyday life. For example, you might pose some situations such as the following. Point out that the answers to the questions are not directly stated, even though the answers seem obvious.

- Keisha's 3-year-old daughter wanted to go to the playground. When Keisha got there, she read this sign: "No children under 4 years of age allowed." What can Keisha conclude?
- Chen picked up an ad for a job. It said that a person was needed to work the night shift. The person should be able to clean and polish floors, wash blackboards, straighten desks in rooms, and clean bathrooms. What is the job described here? (janitor/custodian) Where would this job take place? (a school)

Using *ReadingWise 2* and *3*

What to Expect

Word Identification and Oral Reading

Students working in *ReadingWise 2* and *3* may shift strategies from depending primarily on context in word identification to depending on the use of letters and sounds. While this is a normal stage in reading development, the use of letters and sounds for word identification can slow reading, impede fluency, and increase the number of incorrect word identifications and nonsense words.

Proficient readers combine contextual reading with rapid use of sound/letter identification to comprehend text. Students working in *ReadingWise 2* and *3* are becoming familiar with word identification tasks, acquiring a sight vocabulary, and learning to comprehend print; they do not do these tasks easily or automatically. All new tasks require practice and understanding before they are done with ease. Expect English language learners who are just learning to use the English sound/letter system to have particular difficulty with word identification. This doesn't mean that you should abandon such activities; it means that you should guide students to success. Several learning activities in this section will help you support students.

Comprehension and Attitude

See the discussions of comprehension and attitude for *ReadingWise 1* (page 16).

Working with Sounds and Words

Prefixes and Suffixes

***ReadingWise 2*, Lesson 1**

Beginning readers often have difficulty reading words to which prefixes or suffixes have been added. They see a long word and don't always see the common root word within it. The following activities can be helpful:

- Teach students to follow these steps when they come to a long word that they cannot identify:
  1. Look through the word. Do you see a word (root) that you know?
  2. Look at the first two or three letters of the word. Do you see some common beginning parts such as *pre, dis, re, in, im, des, con,* or *com?* If you see these letters, they are usually prefixes and are separate syllables.
  3. Look at the last two or three letters of the word. Do you see some common ending parts such as *er, est,* or *en?* If you see these letters, they are usually suffixes and are separate syllables.
- Help students understand the rhythm of saying and reading root words by asking them to repeat some words after you. Have them listen for and identify the prefix, suffix, and number of syllables in each word. Then show them the words in print and ask them to read each word and point to the prefix, root, and suffix.
- Read the instructions to students (to the left of the lesson in *ReadingWise 2*) for identifying a prefix or suffix and its meaning.

Some common words that also use the prefix *re-* and the suffix *-er* are *recharge, record, recorder, recover, recruit, recruiter, reform, reformer, reline, reorganize, reorganizer, repeat, repeater, driver, fighter, waiter,* and *worker.*

Learning Vocabulary

***ReadingWise 2*, Lesson 2**
***ReadingWise 3*, Lesson 1**

Word Banks: Students will remember new words that have a personal meaning for them. Word banks are collections of new words used in sentences that are familiar to students. Entries in a word bank should be written on index cards. You or students can print or write the words and the sentences on the

cards. Usually, students will let you know whether they prefer dictating to you or writing themselves.

Print the new word on one side of the card. The other side should include a sentence composed by the student in which the word is used correctly. The target word should be underlined. Word bank cards should each include only one word and one sentence. These words should be reviewed frequently for word identification and meaning.

Words containing two or more syllables can be printed on the card as a whole word and then separated into its syllables, as shown in the chart below.

Front of Card	*Back of Card*
biscuit bis cuit	I like to give my dog a biscuit.
battery bat ter y	I need a new battery for my radio.
assistant as sis tant	The new assistant manager is my friend.
custodian cus to di an	My building custodian takes care of my apartment.

Looking for New Words: Talk to students about finding new words in newspapers, ads, signs, and labels. Talk about the kinds of words that can be found in these sources. Some examples follow:

Newspaper	*Ads*
President Signs Bill	For Sale
New Tax Law	Used Furniture
Citizens' Rights Committee	Slashed Prices
Signs	***Labels***
Bus Stop	Calories
For Rent	Net Weight
No Loitering	Use by (date)

Context Clues

***ReadingWise 2,* Lesson 3**
***ReadingWise 3,* Lessons 2 and 3**

Help students understand how surrounding words, sentence structure, and phonics clues help readers figure out unknown words:

1. Begin reading the text aloud to students. They can follow along or read aloud with you. By reading to students, you make their task easier and allow them to focus on using the context to figure out an unknown word.
2. Read up to the target word. Stop reading, skipping the target word, and ask students to suggest some words that could fit in that space.
3. Continue reading the sentence, omitting the target word. Ask again for some suggestions for the word you omitted.
4. Read the entire sentence, this time including the target word. Ask students if any of their word choices matched the word in the text.
5. Talk about how the words surrounding an unknown word often define the word or give the reader enough clues to understand it. Other clues, such as beginning and ending sounds, can also help a reader identify the word.

Help students use context clues themselves by following the steps below. Students may want these steps written as a chart on an index card as a reminder of this strategy. Use only the underlined words on an index card chart.

If you don't know a word while you're reading:

1. Read to the end of the sentence. Read the next sentence if you still aren't sure of the word. Do the surrounding words give you a clue?
2. What is the article about? Look at pictures; re-read the title to think about the topic.
3. Sound out the word. Look closely at the word. What are the first, middle, and last sounds?
4. Does your word sound right? Is your sounding accurate? Did you use the correct vowel sounds? Try a short vowel; try a long vowel. If the word doesn't sound right, use it in the sentence. Try changing where you put your major accent. Does it make sense now?

Pre-Reading Activities

Activating Background Knowledge and Prior Experience

***ReadingWise 2,* Lessons 4 and 5**
***ReadingWise 3,* Lessons 4 and 5**

See the discussion of pre-reading activities for *ReadingWise 1* (page 17).

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Supporting the Reader's Strategies

***ReadingWise 2*, Lessons 6–31**
***ReadingWise 3*, Lessons 6–31**

The strategies readers can use to get meaning from a selection should be presented to students in a logical way along with several opportunities for practice. Fluent readers automatically select appropriate strategies; beginning readers need help in learning about and selecting strategies.

Explanatory information is available in the boxes on the left-hand side of the first page of each lesson. This information will help you develop the schema for a particular lesson. *ReadingWise* offers several clues to students to help them figure out an answer or to use a strategy:

- Each lesson is graduated in difficulty. For example, "This Is the Idea" provides readers with a teacher-guided initial attempt to become acquainted with the target skill.
- Each succeeding lesson segment, "Take a Closer Look," "Try It," and "Use It," offers less support and requires different task demands to complete the exercises.
- Blue type may be used to highlight the intended answer or other key information. Hints may also help direct students to an intended answer.

Be sure to tell students what support is provided in each lesson. Help them use the support by working with them and modeling how you might complete the tasks, using the supporting information.

The exercises after the readings often initiate the use of a strategy. The exercises in *ReadingWise 2* and *3* follow a pattern. "This Is the Idea" asks and answers direct questions. "Take a Closer Look" asks direct questions that can be answered from a list of possible answers. "Try It" and "Use It" include multiple-choice and other question types.

The task demands of the exercises vary. Understanding the task demands is essential for all readers. You should help students understand the questions by discussing the reading with them, reading the questions to them or with them, and guiding them to locate the answers.

Reading Strategies

Questioning the Text

***ReadingWise 2*, Lesson 6**
***ReadingWise 3*, Lesson 6**

The activities below can help students question the text. See also the discussion of questioning the author for *ReadingWise 1* (page 21).

- Sometimes, beginning readers find it difficult to read and think at the same time. If a student has trouble finding the answers in the reading, read the text aloud and ask for the answer in the student's own words. Then show the student where the answer can be found in the text.
- Help students review the *Wh* question words *who, what, where, when, why, how.* Teach them to turn a question into a statement. For example, in working with *ReadingWise 2*, Lesson 6, "This Is the Idea," the question "What is the eardrum?" can be turned into the statement "The eardrum is _____." Once the statement is formed, students should look back into the text to find the answer. Students can highlight or underline the answer.
- Other question types follow a similar pattern. Ask yourself how *you* change a question into a statement to find the answer in the text. Each question word turns into a different sentence. *Who* questions indicate that a person is in the answer. *What* signifies that a reason or explanation is in the answer. *When* indicates a time. *Where* indicates a place. *Why* indicates a reason for doing something. *How* indicates the way something was done or happened. Teach students to look for these clues in sentences.

Monitoring Comprehension

***ReadingWise 2*, Lesson 7**
***ReadingWise 3*, Lesson 7**

See also the discussion of supporting the reader for *ReadingWise 1* (page 20).

You should model the thinking activities that are needed to understand the reading. *Read* the selection before you teach the lesson. While a reader can use the title, pictures, and captions of an article to predict the content of a selection, sometimes there is a poor match between the reader's knowledge and what is in

the article. Pre-reading the article will help you plan your discussion and your questioning.

A K-W-L chart is the strategy suggested for monitoring comprehension in *ReadingWise 2* and *3*. (In a K-W-L chart, students write what they **K**now about a topic, what they **W**ant to know, and what they **L**earned in a reading.) This strategy requires modeling and support by you before students can use it independently:

1. Make it a practice to think about and discuss the contents of an article before reading it. Point out that pictures, captions, and titles help a reader predict the content.
2. Students are often reluctant to say what they know about a topic. If so, model your thinking for students. Say, "Well, I know that _____. What do you know about _____?" Write this information in the "What I Know" column. Try to make the discussion a sharing of information, but let students decide what should be written here.
3. Guide students to use information from the "What I Know" column to form questions in the "What I Want to Learn" column. For example, a student who knows that a country is large might want to learn how large it is in square miles, in population, or in comparison to other countries. A student who knows that a country is in South America might want to know what countries border it or on which coast it can be found.
4. After reading, finish the K-W-L chart with "What I Learned." Discuss any new information with students. Sometimes the information matches questions asked, and sometimes it doesn't. It's important to discuss what students expected to find in the article (their predictions) and what was in the article. Such discussion helps students understand that the author controls the information. The reader has to adjust to the information from the author.

Summarizing

***ReadingWise 2*, Lesson 8**
***ReadingWise 3*, Lesson 8**

It is often difficult for students to summarize a paragraph. However, guided discussion and teacher modeling can help students identify the important information in an article:

- Help students by reading to them or reading aloud with them. Then discuss the topic and information that is important to the topic.
- One way to summarize an article is to use a Problem → Solution pattern guide. First, identify the problem or topic, and then identify the solution proposed in the article. It takes practice to use this format, but unimportant information is automatically excluded. Guide students' thinking through a Problem → Solution activity by asking questions about the selection:
  1. What was this selection about? (topic)
  2. What activity or problem is stated? (problem)
  3. What solution or results are suggested? (solution)
- Another way to help students summarize information is to follow these steps:
  1. Identify the topic through the title, discussion, and reading.
  2. Highlight or underline all the information that is important to the topic. As you read each sentence, ask yourself, "Does this sentence have anything to do with the topic? If we took this sentence out, would important information about the problem be lost?"
  3. Write a summary using the topic and the highlighted or underlined information.

Topic

***ReadingWise 2*, Lessons 9 and 10**
***ReadingWise 3*, Lessons 9 and 10**

See also the discussion of topic selection for *ReadingWise 1* (page 21).

Explain to students that a topic is the information about which an article is written. When we talk to friends we have topics of conversation. For example, in some parts of the country, the weather is always a topic of conversation. Other familiar topics include football, baseball, recipes, work, transportation, family, and friends. In conversation, we usually talk about a topic by stating a major point and a few

supporting details. Then we move on to another topic and follow the same procedure. An author tries to carry on a conversation with readers. A topic is often stated in the title or heading. Then some details give more information about the topic.

Many students will need help recognizing a topic and its supporting details. Discussion helps students focus on the topic. Guide students to think about the topic with such questions as "What is this article about?" or "What information can I learn from this reading?"

Main Idea

***ReadingWise 2*, Lessons 11 and 12**
***ReadingWise 3*, Lessons 11 and 12**

The main idea is the most important and comprehensive information in a reading. The main idea can be defined as what the author says about the topic. Often, the main idea is stated in the first sentence of a selection, but sometimes it is at the end, and sometimes (but less often) in the middle. Sometimes a main idea is not specifically stated. The reader *infers* the main idea by putting together several ideas from the article. Some suggestions for helping students identify or write main ideas follow.

Main idea sentences can usually be located by looking for sentences that answer the following questions:

- Who or what?
- Does what?
- Why or how does it occur?

See how this works with the main idea sentence in *ReadingWise 2*, Lesson 11, "Take a Closer Look":

- "You should see your dentist twice a year for an exam."
  - Who? (you)
  - Do what? (should see your dentist twice a year)
  - Why? (for an exam)

Some main ideas do not include why or how. Here's another example from *ReadingWise 2*, Lesson 11, "Use It":

- "This movie will warm the heart of any viewer."
  - What? (this movie)
  - Does what? (will warm the heart of any viewer)

Sometimes students have more success if they read the article and state the main idea before looking for it in the text. To state the main idea, they should answer the three questions mentioned above. Once the main idea has been stated, a similar sentence can be found in the article.

Details

***ReadingWise 2*, Lessons 13 and 14**
***ReadingWise 3*, Lessons 13 and 14**

Identifying and remembering details and facts is an important part of reading comprehension. All selections include some details that are related to the topic or main idea. These activities can help students work with details:

- Select an article containing several details from a newspaper or a magazine of interest to students, (for example, *Car and Driver*, *Sports Illustrated*, *Food and Dining*, *Ladies Home Journal*). Read a section of the article to students, or share the reading (each person reads one paragraph while the others listen). Identify the topic. Tell students that details or facts support the topic. Locate each detail and decide whether it tells something about the topic. Make a list of the details, putting a check next to each detail that is related to the topic.
- Make a word map. A word map is a diagram that helps a reader organize the details and facts around the topic. It can be used for recalling facts and for visualizing how they relate to the topic. Here is a sample word map for *ReadingWise 3*, Lesson 13, "Try It":

New Water Rules
Shut off outdoor fountains
No sprinklers allowed; hold hose to water lawns and gardens
Fill pools only if you have a well

Here is another example for *ReadingWise 2*, Lesson 13, "Try It":

Sequence

***ReadingWise 2*, Lessons 15 and 16**
***ReadingWise 3*, Lessons 15 and 16**

See also the discussion of using language experience stories with specific comprehension tasks for *ReadingWise 1* (page 21).

Clue words to sequenced events are usually related to the concept of time. The most common time words are *first, next,* and *last*. Other clue words include *soon after, finally, when,* and *at the time.* Put these clue words on index cards. Read a short selection that involves a sequence. For example, recipes and directions for home repair, putting together a toy, or using a new appliance usually follow a sequence. Read the selection with students and ask them to identify the clue words. Each time a clue word is located in the story, the word on the card should be set aside.

Cause and Effect

***ReadingWise 2*, Lessons 17 and 18**
***ReadingWise 3*, Lessons 17 and 18**

Cause/effect is a common organizational pattern used in writing. Simply put, a cause or action creates an effect or reaction. The cause/effect pattern is commonly found, for example, in social studies texts and in newspaper stories. Students should understand the concept of cause/effect before they are asked to locate the pattern in a selection, so discuss it with them. After they understand the concept, try it out with the readings. Here is a model for discussing the concept of cause/effect:

1. Discuss an everyday occurrence that involves cause/effect:

   "Marcus missed his bus yesterday morning. He was upset because he knew he would be late for work."
   - Cause—Marcus missed his bus.
   - Effect—He was late for work.

2. Use other stories as needed to convey the concept of cause/effect: "Penda was so tired when she went to bed last night that she forgot to set her alarm. She woke the next morning to the telephone ringing. It was her workplace wondering where she was. Penda was very late for work that morning."
   - Cause—Penda forgot to set her alarm clock.
   - Effect—She was late for work.

   "Lal forgot to buy formula at the store. The hungry baby cried and cried."
   - Cause—Lal forgot to buy formula.
   - Effect—The baby cried.

   "Sara forgot to bring her coupons to the grocery store. She missed some good buys."
   - Cause—Sara forgot her grocery coupons.
   - Effect—She missed some good buys.

3. You and students should now tell your own cause/effect stories. Ask students to think of cause/effect events. You can help by modeling some cause/effect events in your life.

Classification

***ReadingWise 2*, Lessons 19 and 20**
***ReadingWise 3*, Lessons 19 and 20**

Grouping or classifying items helps people remember them. Think how much easier it is to recall information if you group all the similar items in categories. When you remember the category name, it helps you recall the items that are in that category.

Help students understand the concept of classification by making a list of food items such as the following one:

Squash	Apples	Peaches
Corn	Peas	Cherries
Green Beans	Chickpeas	Zucchini
Pears	Strawberries	Raspberries
Cabbage	Potatoes	Grapes

Next, ask students to separate the food items into two categories. Students should organize the items into

fruits and vegetables. Help students identify the two categories and brainstorm with them to label each list with an appropriate name.

Continue the discussion by talking about the ways we can classify other types of items (for example, in the home—furniture versus appliance; restaurant items—appetizers, entrees, salads, desserts). You and students can brainstorm, list the items that belong together, and label each list.

Comparison and Contrast

***ReadingWise 2,* Lessons 21–23**
***ReadingWise 3,* Lessons 21–23**

An author uses comparison/contrast to help readers understand how pieces of information are alike and different. When readers recognize this pattern, their mind-set (or schema) starts to classify information as alike or different. Using such a pattern helps readers recall specific facts and establish relationships between similar and dissimilar ideas, events, and concepts.

One pre-reading activity to help students understand the comparison/contrast pattern is to select a topic for discussion. For example, you might ask students to compare and contrast bus travel and car travel. The group would then discuss the advantages and disadvantages of each type of transportation. Other possible topics include

- apartment living versus house living
- city living versus suburban living
- owning a business versus working for someone else
- living in the U.S. versus living in another country

As you discuss, make a list of the items that are compared and contrasted.

Predictions of Outcome

***ReadingWise 2,* Lessons 24 and 25**
***ReadingWise 3,* Lessons 24 and 25**

Authors do not always state an outcome; they assume that readers will figure out what happens from the information in the article. Fluent readers automatically do this; they don't even realize that the information isn't directly stated. It seems obvious to them, but it isn't obvious to beginning readers. Beginning readers often are so bound to word recognition that they need guidance to see the bigger picture and read between the lines.

Tell students about some event in your life. Stop before you get to the end, and ask students to predict what happened. For example, you might say, "I was driving my car on a city street when another car suddenly pulled out directly in front of me. I slammed on the brakes, but it was too late." Talk with students about how they know you were involved in an accident. What words in your story help them predict the outcome of the car pulling out in front of you?

Start Lesson 24 by reading "This Is the Idea" to or with students. Ask them to predict outcomes. Remind them that this information is not directly stated but that the author has led the reader to make certain conclusions. Discuss the predictions.

Conclusions

***ReadingWise 2,* Lessons 26 and 27**
***ReadingWise 3,* Lessons 26 and 27**

Readers automatically draw conclusions when they read if they are concentrating on meaning. A reading supplies information, but readers have to figure out how the information can be used.

Use "This Is the Idea" in Lessons 26 and 27 to guide students through the task of drawing conclusions. Read the selection to students or have them read it independently. Talk about the information and the conclusions that can be drawn. Then ask them to read the introductory question and respond with the conclusions they have already stated orally.

Inferences

***ReadingWise 2,* Lessons 28 and 29**
***ReadingWise 3,* Lessons 28 and 29**

When information is implied but not directly stated in a reading, the reader must infer it. Usually, but not always, more than one word, phrase, or sentence is needed to support an inference. These activities can help students make and use inferences:

- If students have difficulty reading and thinking at the same time, take away the print and talk about real-life situations. Ask students to tell about something that happened at work, at home, in the grocery store, or in some other place. Listen carefully. Usually students will automatically make

some statements that require an inference from the listener. Point out these statements to students.

- Thinking out loud as you locate information that leads to an inference will give students a structure and mental model for using this skill independently. Use the readings in "This Is the Idea" in Lessons 28 and 29, short newspaper articles, or excerpts from magazine articles to model how readers make inferences.
- In working with a reading, look for and discuss the information that guides readers to make an inference. Ask students to work with you in finding clues—words, phrases, or sentences—that contribute to the inference. For example, you could read the first clue in the selection, then ask students to find another clue. Continue until all the clues have been found and discussed.

Fact and Opinion

***ReadingWise 2*, Lessons 30 and 31**
***ReadingWise 3*, Lessons 30 and 31**

These activities can help students work with fact and opinion:

- Discuss the importance of being a critical reader and recognizing facts versus opinions. Talk about an issue of interest to students. List all the facts they know about the issue and then list all of the opinions they express. Discuss the difference between the facts and the opinions.
- Select an interesting editorial in your local newspaper about a topic of wide community interest. Read it to students or with students. As a group, select all the information that is fact and all that is opinion. Some students may feel strongly about a local topic and confuse fact and opinion. This would be a good opportunity to discuss the facts and how they can sway our opinions. You and students may skim the article several times, re-reading sections and looking for proof of a fact or opinion.

Using *ReadingWise 4, 5,* and *6*

What to Expect

Word Identification and Oral Reading

Students who are working in *ReadingWise 4, 5,* and *6* will have varied reading abilities. Being aware of your students' reading strengths and weaknesses will help you provide them with appropriate and meaningful instruction.

Some students will be at early stages of word identification. For information relevant to such students, see the discussions of word recognition for *ReadingWise 1* (page 16) and of word identification and oral reading for *ReadingWise 2* and *3* (page 23).

However, some of your students will be moving into a period that includes the following characteristics: a well-developed sight-word vocabulary, rapid identification of content words, attention to the grammar of a selection, and a more versatile use of phonics for word identification. The words seem to be identified effortlessly as reading becomes fluent. Words that identify the tense (*who, they, them, his, one, was, were, has, is,* and so on) of a selection are read correctly, and students do not find themselves caught in confusions over grammar, word meaning, and phonic analysis.

This development occurs very slowly, however. It takes time for readers to internalize and simultaneously use all of these language functions. They will need your help when their rendition of a reading does not correspond to the author's words or to the information in the selection. On occasion, students will use old patterns of reading behavior, such as reading the topic and not the words, and will need a reminder to read the author's words, not their own version of the selection.

Comprehension

See also the discussion of comprehension for *ReadingWise 1* (page 16).

Be alert to comprehension problems by watching your students' body language. Note their comfort level. Be ready to support them by making the comprehension task easier. Re-read questions or read the selection aloud so that your students can listen carefully to the information.

Help students form complete sentences before they write answers to questions. Demonstrate how they can turn a question into an answer by using several of the words in the question. Use the following sequence to help students organize information and write a response:

1. Students state orally what they intend to write.
2. They form a complete oral sentence.
3. They write the sentence.

Help students with grammar and spelling when necessary.

Attitude

See the discussion of attitude for *ReadingWise 1* (page 16).

Vocabulary

Context Clues

***ReadingWise 4,* Lesson 1**
***ReadingWise 5,* Lesson 1**
***ReadingWise 6,* Lesson 1**

See also the discussion of context clues for *ReadingWise 2* and *3* (page 24).

Tell students that authors will often define a word that is not commonly known by placing a well-known word next to or very near it. An author may also use other context clues to suggest the meaning of an uncommon word. Some examples follow of simple sentences in which context clues are used with common words. Try some of these examples with your students. You can print them on cards or paper or read them to the students.

- Adam **paused** before he entered the employment office. He **waited** until he felt more confident about entering.
- I had a long **conversation** with my boss. We **talked** about how well I was doing my job.
- The janitor wheeled his **cart** through the hallway. **The big box on wheels** carried all his cleaning supplies for the building.
- I went to the **produce** department in the supermarket because I needed **lettuce, tomatoes, apples, and peas.**
- I went to the **bakery** department for **bread, rolls, and a pie.**
- Soo **beamed!** His **smile** showed how happy he was with the gift.
- Elena's mother **frowned** when she saw that the dog had knocked over the garbage. Her face showed how **unhappy** she was with the dog.
- The angry man **shouted** at the apartment manager. He **yelled so loudly** that everyone nearby heard him.
- Susan wanted something **sweet and sugary.** The **candy** was just what she needed.
- Big houses and cars are signs that a person is **wealthy,** or **rich.**

Another activity that can help students use context clues builds on an activity suggested for *ReadingWise 2* and *3* (page 24):

1. Read to the students or have them read up to the word that is to be identified by the context. Skip the word or cover it with removable tape. Read on to the end of the sentence.
2. Go back to the target word and ask students to think of several words that would make sense in the sentence.
3. Show students the beginning letter of the word. Eliminate the brainstormed words that do not begin with that letter.
4. Show students the final letter of the word. Eliminate brainstormed words that do not begin and end like the target word. Students may find it necessary to think of more words at this point. You may have to help them by supplying meaning clues, re-reading the sentence, and discussing words the author might have used.
5. Uncover the target word. Discuss how the target word was identified.

Figurative Language

***ReadingWise 4,* Lesson 2**
***ReadingWise 5,* Lesson 2**

Most native speakers of English use and understand figurative language. Non-native English speakers will have more difficulty. To help students with figurative language, engage their imaginations through talk. Tell students that we often say words that do not convey a literal meaning. Rather, the words describe an exaggerated situation. Often the literal meaning of the words is amusing. For example, you might say, "It rained so hard that it was raining cats and dogs." Ask students to imagine lots of cats and dogs falling out of the sky. The situation is so absurd that it couldn't happen. The context clue, "rained so hard," tells us that it was pouring *rain,* not cats and dogs. Some students will be a little confused at first, but after several examples they should see the humor. Try some other sentences, such as the following:

- "He was so hungry that he said he **could eat a horse.**" Tell students to think of a big, galloping horse with someone sitting at the table with a knife and fork. (Note: Some people from other countries do eat horse meat, so be careful to convey that the statement means "eat a lot of food.")
- "He tried to **catch the bus.**" What we really mean is that he ran to get to the bus stop on time.
- "The 90-year-old man **passed away** last week. The family was sad when he died." *Passed away* is a phrase that means "died."
- "He was a **giant** of a man." He was a very big person.
- "Amy cleaned house all day. She was **as busy as a beaver.**" Beavers are known as busy, industrious animals. Amy was busy all day.
- "**Hop** into bed and take a rest." This is another way of saying "get into bed now." We don't get on one foot and literally hop into bed.

Reading Strategies

Predicting Content; Setting a Purpose and Method

***ReadingWise 4*, Lesson 3**
***ReadingWise 5*, Lesson 3**
***ReadingWise 6*, Lesson 2**

To read efficiently, readers must address *why* they should read and *how* they should read. Interest in a topic and the need for information are major reasons for reading. Rapid reading gives a general idea of the information in a selection. Readers get the gist or the main points but do not try to recall details. Inspectional (slower) reading is done to recall the major points and to learn information. Proficient readers make unconscious decisions about how they will approach a particular reading task.

Why We Read: People read because a topic interests them or because they need information. Help students find topics of interest by using newspapers and magazines. If you know students' interests, try to locate articles about relevant topics. Ask students to bring to class some magazines that they like to read. Local and national newspapers can also be used.

- **Magazines:** Use the tables of contents in magazines to find topics of interest to students. Ask students to read the title and any supporting information. If students have difficulty reading the titles, ask them to read along with you. Discuss each title and what the article might be about. Discuss whether the topic is interesting (for example, sporting events) or whether the topic is information they might need to know (for example, driving tips). Sample an article by turning to it, looking at the pictures, and reading the captions. It's also a good idea to read the first paragraph. Often, the opening statements tell readers what to expect from further reading. Ask students, "Is the article what you expected? Are you still interested in reading it?"
- **Newspapers:** Use headlines to predict topics in newspapers. Headlines usually reveal, at a glance, the topic of a news article. Sometimes the headlines use figurative language to promote interest in reading the article. Read the first paragraph to determine if the headline does identify the topic of the article.

Students will want to read some articles because of interest and some for information. Point out that many newspapers have an index on the front page in which the sections (for example, sports, local news, classified ads) are identified by a letter (for example, Sports—E, Classified—F). In some newspapers, topics of special interest are identified by page number and section (for example, TV listings, D4).

How We Read: Good readers change their rate, reading rapidly or slowly depending on the cognitive demands of the article. By reading rapidly, the reader can get the main idea or the gist of an article, locate a fact, or find out some specific point. Readers skim as they search for the general idea or scan as they look for a specific fact or key word.

Readers may also read rapidly when they read for enjoyment (for example, reading a novel). In this situation, the reading level isn't difficult, and the reader can predict most of the text or information. Readers may also read rapidly when they are familiar with a topic. They are confirming what they know while looking for additional information.

The purpose of slow reading is quite different from that of rapid reading. Slow reading requires thoughtful construction of the information presented by the author. Often, readers are trying to learn specific facts and ideas that are new to them. Sometimes the author is proposing a new concept, and readers often pause to reflect on the author's ideas. It's not unusual to re-read sentences and paragraphs to understand the author's message. School texts, political statements, and editorials often require slower inspectional reading.

Model Reading Behaviors for Students: Many beginning readers use only one rate of reading. They do not have the flexibility of rapid word recognition, familiarity with topics, and confidence to change their rate. Talk to students about reading rapidly and reading slowly. Ask them to describe how they usually read. If you have a group of students, let each one describe his or her reading style. Some students may even demonstrate by reading aloud.

Demonstrate how you change your rate of reading based on your purpose. Choose a newspaper article, read the title, discuss the topic, and tell the students that you are going to read very quickly to find an

answer to a certain question. You might turn the headline into a question using *who*, *what*, *where*, *when*, or *why*. For example, if a headline read "Health Insurance Rates Increased by Some Companies," you might ask, "What companies have increased health insurance rates? Is my health insurance company listed?"

Next, demonstrate why you choose to read slowly. Select an article or editorial that will cause you to reflect on or recall certain facts. Model for students by thinking out loud as you read. Show them your thought processes so they can learn to read critically, for specific recall, or to make a judgment. It's best to prepare your part in this lesson by selecting articles in advance. At first it's difficult to model your thought processes, but students will appreciate this type of teaching. Later, they will be able to describe their own thoughts as they read and be better able to monitor their reading rates.

Questioning the Text

***ReadingWise 4*, Lesson 4**
***ReadingWise 5*, Lesson 4**
***ReadingWise 6*, Lesson 3**
See also the discussion of questioning the text for *ReadingWise 2* and *3* (page 25).

Read paragraphs or short selections to students to help them understand that information can be learned by asking questions. The *Wh* questions—*who, what, where, when, why,* and *how*—are useful. Good sources of selections for questioning the text are newspapers, magazine articles, and textbooks.

Print the *Wh* questions on an index card so students can refer to them as you're reading. After you read the selection, ask students each of the questions. "Who or what is this selection about? What happened? Where and when did it happen? How or why did it happen?" Since not all *Wh* questions may be answered in an article, help students think about which questions were answered.

Monitoring Comprehension

***ReadingWise 4*, Lesson 5**
***ReadingWise 5*, Lesson 5**
***ReadingWise 6*, Lesson 4**
See also the discussion of pre-reading activities for *ReadingWise 1* (page 17) and the discussion of monitoring comprehension for *ReadingWise 2* and *3* (page 25).

One activity in which comprehension is monitored involves reporting what has been learned, sentence by sentence, throughout the text. You ask a student to read the first sentence aloud. Then you paraphrase the information as a model for the student. Next you read a sentence and the student paraphrases. Naturally, students will need guidance to accomplish this task. As the monitoring through paraphrasing continues, you and the students should fill in the K-W-L chart. You should ask questions of the students, such as, "Was this one of the facts we wrote in the 'What I Know' column?"

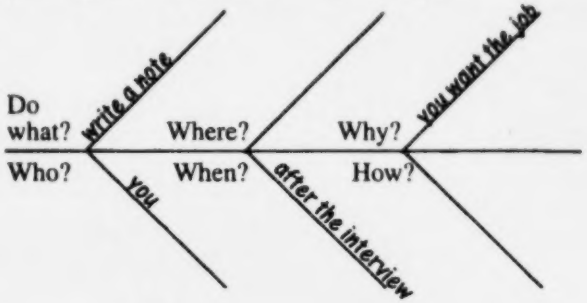
Sometimes students make miscues by skipping or misreading a word. When this happens, ask the reader whether the sentence made sense. Ask the reader to go back and re-read the sentence. Help with unfamiliar words or incorrect verb tenses *(were* for *was)* or pronouns *(who* for *whose)*. Incorrect word choices can alter the meaning of the whole paragraph.

Summarizing

***ReadingWise 4*, Lesson 6**
***ReadingWise 5*, Lesson 6**
***ReadingWise 6*, Lesson 5**
See also the discussion of summarizing for *ReadingWise 2* and *3* (page 26).

Summarization also uses the *Wh* questions. A short summary includes the responses to the *Wh* questions that are addressed in the reading. One way to prepare for summarizing is to use a herringbone diagram, which is shaped like a fish skeleton. The questions *who, what, where, when, why,* and *how* are written beside the "bones" in the skeleton. As the answer to each question is found, it is written in the appropriate place.

Here is an example from the selection in *ReadingWise 4*, Lesson 6, "This Is the Idea":



Learning to summarize takes practice. Help students start by responding orally to the *Wh* questions. You might read to students or have them read along with you so that word recognition does not interfere with their thinking. Start with short newspaper articles, magazine articles, or the passages in the student book. Before students answer the questions in the student book, ask them to summarize by using answers to the *Wh* questions. Then ask them to respond to the student book questions.

Paraphrasing

***ReadingWise 4*, Lesson 7**
***ReadingWise 5*, Lesson 7**
***ReadingWise 6*, Lesson 6**

Paraphrasing is using one's own words to restate information in a reading. Paraphrasing can be difficult for students because the author's words convey the intended meaning, so students tend to use the same words instead of using their own. In addition, paraphrases may be inaccurate or may tell too much or too little. This activity can be very demanding on students' thinking and language skills. These ideas can help:

- Model how to paraphrase information. It's best to prepare some paraphrases by using short excerpts from newspaper or magazine articles. Read them to students or with students. Discuss the important information in the article. Read your paraphrase, and ask students to orally provide other paraphrases for the same information. Discuss whether student paraphrases retain accuracy, say too much, or say too little.
- Read the questions and the choices in the *ReadingWise* books to students if they have difficulty selecting a correct answer. Discuss the meaning of each possible answer.

Recognizing the Topic

***ReadingWise 4*, Lesson 8**
***ReadingWise 5*, Lesson 8**
***ReadingWise 6*, Lesson 7**

See also the discussions of topic for *ReadingWise 2* and *3* (page 26) and of pre-reading activities for *ReadingWise 1* (page 17).

After a selection is read, students should determine if the title, pictures, and subheadings support the topic. Discuss the usefulness of these clues.

Anchoring Understanding on the Topic

***ReadingWise 4*, Lesson 9**
***ReadingWise 5*, Lesson 9**
***ReadingWise 6*, Lesson 8**

As students become familiar with the process of identifying the topic, they need instruction in identifying major points that relate to the topic. Here are some possible activities:

- Authors often include interesting but nonessential information in their writing. Help students identify information that is directly related to the topic and information that does not support the topic.

  Use oral discussion to identify which sentences are directly related to the topic. Model your thinking for students. While this process may seem basic to you, some students haven't consciously thought about this type of reading analysis before. Tell students why you think some sentences are important to the topic and why some sentences are not. Engage them in discussion and give them time to think about the topic and its supporting information.
- Help students locate the information needed to answer the questions in the student book. Guide students by directing them to a certain line of print or to certain key words in the selection. Discuss the answers to the questions.

Recognizing the Main Idea

***ReadingWise 4*, Lesson 10**
***ReadingWise 5*, Lesson 10**
***ReadingWise 6*, Lesson 9**

See also the discussions of main idea for *ReadingWise 2* and *3* (page 27) and of pre-reading activities for ReadingWise 1 (page 17).

Help students identify main ideas that are not stated directly by discussing the topic and what the author is saying about it. One way to start the discussion is to ask students to think of a sentence that states the main point or main idea of a selection. If you are working with a group, ask for input from all the students. If you are teaching one student, model your thinking by stating a main idea sentence. Then ask the student to try a main idea sentence.

Building on the Main Idea

***ReadingWise 4,* Lesson 11**
***ReadingWise 5,* Lesson 11**
***ReadingWise 6,* Lesson 10**

In these lessons, students are asked not only to identify the main point, but also to make a judgment about additional information in the selection. Careful, inspectional reading is needed, as well as critical thinking. Point out that authors support their main ideas with facts. Discuss the *ReadingWise* selections with students. Ask them about important points and those that are not so important. Help them decide which facts support the main idea. Then progress to the questions in the student books.

Form and structure are important elements of the written responses required in *ReadingWise 5* and *6*. Students may find it difficult to locate and process the information they need for a written response. To help them

- Ask students to read the question that requires a written response. Re-read the information in the selection to students or ask them to read along with you until they find the sentence that will answer the question.
- See also the discussion of monitoring comprehension through paraphrasing on page 34.

Recognizing Significant Details

***ReadingWise 4,* Lesson 12**
***ReadingWise 5,* Lesson 12**
***ReadingWise 6,* Lesson 11**

See also the discussion of details for *ReadingWise 2* and *3* (page 27).

Students enjoy activities in which you participate with them as they learn a new task. In this exercise, you and the students alternate roles. First, you read and the students recall facts from the reading. Next, a student reads and you recall facts.

Start by reading a short selection or an excerpt from a newspaper or magazine of interest to students. Ask students to recall the facts from the article; write their responses. You can join in by adding information that you recall. You and the students should then re-read the article to determine if any important facts were left out. Discuss the facts that were most important to the topic. Next, ask a student to read a new selection, while you take the student role. Follow the steps described above and list all the facts you recall from the student's reading. Let students supply facts that you omitted. Discuss the facts that were most important to the topic.

This activity can also be done with both you and the students reading silently. Then use the same steps to demonstrate recall of the information and to decide on the importance of the information.

Understanding the Significance of Details

***ReadingWise 4,* Lesson 13**
***ReadingWise 5,* Lesson 13**
***ReadingWise 6,* Lesson 12**

Readers learn to make decisions about the facts that are most important in an article. Point out to students that questions guide them to look for a certain answer. Scanning the text (reading to find specific information) for an answer is the strategy that should be used in this lesson. Pose questions such as, "What do we want to find out in this selection? What is our purpose for reading?"

If students have difficulty finding the information, read the text aloud to them or have them read along with you.

Discuss students' answers. Make sure students look at the text printed in blue in their books to help them locate information.

To help students form answers to written questions, see the discussion of monitoring comprehension through paraphrasing on page 34.

Following a Sequence

ReadingWise 4, Lesson 14
ReadingWise 5, Lesson 14
ReadingWise 6, Lesson 13

See also the discussions of sequencing for *ReadingWise 2* and *3* (page 28) and of using language experience stories with specific comprehension tasks for *ReadingWise 1* (page 21).

Identifying the sequence of events by numbering them can be difficult for students. The practice activity seems very simple and logical, but this is a highly abstract process that confuses many students. These suggestions will provide some concrete, hands-on activities:

1. First, discuss the sequence in a reading. Talk about what happened first, next, last.

2. Write the events on index cards as students describe them (one event on each card).
3. Shuffle the cards. Now, ask students to arrange the cards in the correct sequence.
4. Re-read the reading to be sure the sequence is correct. Place the cards in order on the table. Add a card if an event was omitted. After re-reading, the cards should be in the proper sequence.
5. Finally, use the cards to put the sentences in the correctly numbered sequence.

This activity can also be used when students are asked to choose which event occurred first.

Understanding Sequence

***ReadingWise 4,* Lesson 15**
***ReadingWise 5,* Lesson 15**
***ReadingWise 6,* Lesson 14**

Help students understand the use of sequence by pointing out that using recipes, following directions, assembling toys and equipment, and other everyday tasks involve following sequences. Careful inspectional reading is required so that the steps can be followed in the right order.

Talk to students about their daily activities. What activities do they do in the morning? Do they follow a regular sequence? Here is an example:

1. Get up.
2. Get dressed.
3. Straighten up the house.
4. Walk to the bus stop.

This type of discussion helps students think about readings that have a sequence.

See the discussion of monitoring comprehension through paraphrasing on page 34 to help students write answers to questions.

Cause and Effect

***ReadingWise 4,* Lessons 16 and 17**
***ReadingWise 5,* Lessons 16 and 17**
***ReadingWise 6,* Lessons 15 and 16**

See also the discussion of cause and effect for *ReadingWise 2* and *3* (page 28).

Key words can tell students that a reading has a cause/effect pattern. Some of these key words are *because, since, therefore, as a result,* and *if . . . then.*

Remind students that key words are only one type of clues. They must read the selection and decide if there is, in fact, a cause and an effect.

Discuss with students the questions after each *ReadingWise* selection. Guide them in locating the answers in the selection. Tell students that most of the answers are in the readings, but careful reading is required.

If a student reads the answer but does not recognize it as such, you should read the sentence, emphasizing the part in which the answer can be found.

Remind students that readers predict what will happen. As they read the cause of an event, they should predict what will happen as a result.

See the discussion of monitoring comprehension through paraphrasing on page 34 to help students write answers to questions.

Classification

***ReadingWise 4,* Lessons 18 and 19**
***ReadingWise 5,* Lessons 18 and 19**
***ReadingWise 6,* Lessons 17 and 18**

See also the discussion of classification for *ReadingWise 2* and *3* (page 28).

To help students understand classification

- Discuss the topics of the readings before you read. Ask students what they know about bus or train schedules, menus, recipes, box scores, sports teams, and so on. Write each answer on a card or piece of paper. Then ask students to help you sort the responses into categories that go together. Next, ask students to label (name) the groups.
- Ask students to think of classification tasks that they do in their everyday lives. For example, ask them to think about and write a list of the advantages and disadvantages of a job offer, of going to school, of taking a vacation, and so on. They should write the advantages in one column and the disadvantages in another. The columns should be labeled as shown in the chart below. Use students' experiences to select a topic.

Topic	
Advantages	Disadvantages

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Comparison and Contrast

***ReadingWise 4*, Lessons 20 and 21**
***ReadingWise 5*, Lessons 20 and 21**
***ReadingWise 6*, Lessons 19 and 20**
See also the discussion of comparison and contrast for *ReadingWise 2* and *3* (page 29).

Provide students with a list of signal words that will help them identify comparison/contrast patterns in a reading. Some common words used to signify a comparison/contrast pattern are *however, but, as well as, on the other hand, either . . . or, while, although,* and *similarly.* Write these words on a card for students. Remind students that although key words are helpful, they do not always identify a comparison/contrast pattern.

Ask students to locate signal words as they read the passages in the student book. Discuss how or why these words alert the reader to look for a comparison/contrast pattern. Add any new signal words to the list on the card.

Predictions of Outcome

***ReadingWise 4*, Lessons 22 and 23**
***ReadingWise 5*, Lessons 22 and 23**
***ReadingWise 6*, Lessons 21 and 22**
See also the discussion of predicting outcomes for *ReadingWise 2* and *3* (page 29).

Ask students to think of situations in which the listener or reader can *predict* an outcome by thinking about what has happened and what will probably happen next. For example, describe this situation: "The Mendozas were upset because their neighbor's house was burglarized last week. They are thinking of ways to prevent a burglary at their house. What might they do?" (change the locks, put in an alarm system)

Use the following key words to help students think of situations in which outcomes can be predicted: *alarm systems in the home, smoke detectors, water sprinklers, vacationing in the sun, working the night shift, buying a used car.*

Conclusions

***ReadingWise 4*, Lessons 24 and 25**
***ReadingWise 5*, Lessons 24 and 25**
***ReadingWise 6*, Lessons 23 and 24**
See also the discussion of conclusions for *ReadingWise 2* and *3* (page 29).

To help students think about conclusions that can be drawn from stated facts, make a two-column list. The first column should be "What Are the Facts?" The second column should be "What Can You Conclude?" Here is an example:

What Are the Facts?	*What Can You Conclude?*
1. The Earth is round.	1. A ship won't fall off the edge of the world.
2. Buses run on a schedule.	2. Get to the bus stop on time or you will miss the bus.
3. You move slowly in the morning. You are often late for work.	3. You should set your alarm clock earlier so that you have more time to get ready.
4. You can't pay your credit card.	4. You should stop charging. Call the company to set up a payment schedule that you can afford.

Inferences

***ReadingWise 4*, Lessons 26 and 27**
***ReadingWise 5*, Lessons 26 and 27**
***ReadingWise 6*, Lessons 25 and 26**
See also the discussion of inferences for *ReadingWise 2* and *3* (page 29).

Inferences require students to read slowly and carefully. Tell them that the answers can be found in the selection, but that clues to the answers are found in more than one word, phrase, or sentence. Thinking skills are needed to figure out what each sentence says *and implies.*

Model how to locate information that supports an inference. Then students should practice finding this information. Use "This Is the Idea" in the student book to provide support and guidance.

Generalizations

***ReadingWise 4,* Lessons 27 and 28**
***ReadingWise 5,* Lessons 27 and 28**
***ReadingWise 6,* Lessons 27 and 28**

Generalizations are responses to readings and are based on a reader's interpretation of the facts. Unless readers consider *all* of the facts in making a generalization, they can misinterpret the selection. It takes careful reading to make a broad, general statement about information that has been read.

Talk about some specific situations about which you can make general statements:

- Hiroshi eats a big breakfast of fruit juice, bacon, and eggs every morning. His wife, Midori, is satisfied with a piece of toast and coffee. Their son, Yoshi, likes a bowl of cereal with lots of milk. In general, we can say that everyone in this family eats a different breakfast.
- Every Saturday three couples, the Taylors, the Franklins, and the Garcias, get together at one of their homes. After they have dinner, Jane Taylor, Lily Franklin, and Linda Garcia watch their favorite TV show. Ned Taylor, Mike Franklin, and Hector Garcia do the dishes. A generalization might be "When these couples get together for dinner, the men clean up while the women relax."

Note that these generalizations apply only to one family's breakfast habits and to three couples' use of time after dinner. The information in the passages does not support broader statements.

Help students read through the selections in the student book. Discuss the information and help them orally state a generalization about each selection. Some steps for developing generalizations include

1. identifying the topic
2. listing the facts
3. stating the information in a general way

Record their findings in a chart. Here are examples using the information from the two situations described above:

Topic	*Facts*	*General Statement*
Breakfast	Hiroshi—juice, bacon, eggs Midori—toast and coffee Yoshi—cereal with milk	Everyone in this family eats a different breakfast.

Topic	*Facts*	*General Statement*
Social Gatherings	Men—do dishes Women—watch TV	When these couples get together, the men clean up and the women relax.

Help students become careful readers by identifying statements in the selections that are written as generalizations but in fact relate to only one person's experience or problem.

Fact and Opinion

***ReadingWise 4,* Lessons 30 and 31**
***ReadingWise 5,* Lessons 30 and 31**
***ReadingWise 6,* Lessons 29–31**

See also the discussion of fact and opinion for *ReadingWise 2* and *3* (page 30).

Facts are pieces of information that can be proven or are accepted truths. For example, it is a fact that the Earth is round, and it is a fact that the sun sets in the west. Opinions are personal evaluations of an event or situation. For example, if Lydia thinks that the new bridge should not be built because it will interfere with her view, that is her opinion.

Select a newspaper editorial about a topic of local interest. Editorials usually state opinions. Read the editorial to students or ask them to read it along with you. Then ask them about the author's opinions. Find statements of opinion; find statements of fact as well. This type of reading requires careful analysis of written statements. Discuss the statements of fact and statements of opinion as you evaluate the information in the editorial.

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Using *ReadingWise 7* and *8*

What to Expect

Word Identification, Oral Reading, and Comprehension

See also the discussions of word recognition for *ReadingWise 1* (page 16), and of word identification and oral reading for *ReadingWise 2* and *3* (page 23) and *ReadingWise 4*, *5*, and *6* (page 31).

Many, but not all, students who are working in *ReadingWise 7* and *8* will be proficient at word identification and will demonstrate oral reading fluency. However, expect variations in students' reading abilities. Word recognition difficulties may continue to interfere with their ability to read fluently and to comprehend written information.

Some students will continue to use familiar but ineffective reading patterns such as guessing at words from the initial letter or the shape of a word. Many students will continue to "read" the topic by creating a story that makes sense to them but does not correspond to the written words of the selection.

Comprehension will be difficult for some students in *ReadingWise 7* and *8*. The text is more demanding: Sentence patterns are more complex, and vocabulary includes more uncommon words. You will need to provide support to help students understand the reading and thinking processes required.

At this level, silent reading is the desired mode. However, using oral reading and listening comprehension will be necessary for some students. Those who have difficulty understanding selections, answering questions, or responding to the task demands may need to read orally or hear the passages and questions read to them before they can adequately process the information.

Many of the comprehension skills that are practiced in *ReadingWise 7* and *8* require higher-level or critical-reading skills. Students will learn to re-read portions of the text and to look back to locate specific information. Re-reading will be new to those students who are used to a single reading to derive the gist or general idea from a reading.

Attitude

See the discussion of attitude for *ReadingWise 1* (page 16).

General Teaching Tips

These tips can be useful in working with students throughout *ReadingWise 7* and *8:*

- Prepare in advance for each lesson by reading the articles, questions, and other task requirements.
- Use "This Is the Idea" to guide students through each lesson.
- Alert students to the use of blue text. This color is used to guide students to key words or answers.
- The critical-reading skills presented in *ReadingWise 7* and *8* require close inspectional reading. Looking back into the text and re-reading to locate specific information should be a major part of the instructional program.
- Ask students to number the paragraphs in their books. Help them locate information by referring them to the paragraphs by number.
- Teach students to highlight key words and critical information as they read.

Vocabulary

Context Clues

***ReadingWise 7*, Lesson 1**
***ReadingWise 8*, Lesson 1**

See also the discussions of context clues for *ReadingWise 2* and *3* (page 24) and for *ReadingWise 4*, *5*, and *6* (page 31).

Help students understand that clues to meaning are often found within the sentence in which an unknown word is used. Punctuation clues, such as offset commas (,) or dashes (—), are used to alert the

reader that a word preceding the punctuation will be defined. In *ReadingWise 7,* Lesson 1, note how the word *din* is defined several times by using context clues offset by punctuation marks. If students need more practice, the following sentences also contain context clues offset by punctuation:

- Cala went to the **pharmacy**, a drugstore, where she could pick up the medicine that was ordered by her doctor.
- After the car crash, police **authorities**, those in charge of the investigation, arrived on the scene.
- The young actress forgot her line, but she was quickly **prompted**—given the line—by her friend.
- Pak is an **employee**, someone who works for the owner, of the Green Gable Restaurant.
- The **employer**—a person who pays people to work for him—hired Pak to work for the Green Gable Restaurant.
- The **controversy**—a disagreement between groups—continued until the employees and the employers settled on a salary increase.

Print these sentences on cards. Emphasize the punctuation, either commas or dashes, that alerts the reader to the definition of a word.

Reading Strategies

Predicting Content; Setting a Purpose and Method

***ReadingWise 7,* Lesson 2**
***ReadingWise 8,* Lesson 2**

See also the discussions of setting a purpose and method for *ReadingWise 4, 5,* and *6* (page 33) and of pre-reading activities for *ReadingWise 1* (page 17).

Interest in a topic motivates reading. Help students decide what and how they will read by guiding them to look over the text. Pre-reading strategies include reading the title, captions, and headings to predict the content of the selection.

Guide students through "This Is the Idea" by having them locate key words printed in blue.

Bring in magazines, or ask students to bring in their own magazines. Read the articles listed in the tables of contents. The topic can usually be predicted from a title. Have students select an article that might interest them.

Show students how to skim and scan text. These skills require reading for a purpose—such as finding the general idea or locating specific information. The reading is rapid, not slow. Not all the words are read; only the idea units are read:

- Teach students to use their fingers or a pencil to guide their eyes over titles, headings, and key words within the text. The finger or pencil can set the pace of the reading.
- Ask students to bring in magazines from home, or bring in several of your own. Students can practice skimming by looking through the tables of contents of several magazines to find an article of interest. In a specialty magazine, such as *Sports Illustrated, Car and Driver, Flight,* or *Food and Dining,* the articles will all be related to that broad subject. In a general magazine, such as *Newsweek, Time, Glamour,* or *People*, there will be a variety of topics, and students will have a broader choice.

Some activities to help students find specific information include

- using the phone book to find a specific person
- using a dictionary to locate a word
- locating the key words in a question
- locating the same key words in an article

Questioning the Text; Monitoring Comprehension

***ReadingWise 7,* Lesson 3**
***ReadingWise 8,* Lesson 3**

See also the discussions of questioning the text for *ReadingWise 4, 5,* and *6* (page 34) and for *ReadingWise 2* and *3* (page 25) and of pre-reading activities for *ReadingWise 1* (page 17).

In working with these lessons, keep the following ideas in mind:

- Proficient readers apply fix-up strategies to sentences that don't make sense. Help students monitor their comprehension by reminding them that they must think about the information as they read. If a sentence doesn't make sense, students must re-read portions of the text to find out what is causing the problem.

- Be alert to students who are non-native English speakers. They may identify each word correctly but not understand the meaning of a sentence. Help them by reading to them with appropriate tone and emphasis. Discuss unknown words and practice stating the information in students' language patterns (translate to familiar words and sentence patterns).
- Listen to students read aloud to note word endings that are omitted or changed, noun or pronoun case changes, and verb changes.
- Review the *Wh* questions with students. (See the discussion of questioning the text for *ReadingWise 2* and *3*, page 25.) After reading, you and the students can question each other by generating *Wh* questions. Model how to generate questions by reading the first sentence of a selection and turning it into a *Wh* question. Tell students how you generated the question. Ask students to try this technique with other sentences. Be prepared to do further modeling until students are familiar with the task.

Summarizing and Paraphrasing

***ReadingWise 7*, Lesson 4**
***ReadingWise 8*, Lesson 4**

See also the discussions of summarizing and paraphrasing for *ReadingWise 4*, *5*, and *6* (pages 34 and 35) and of summarizing for *ReadingWise 2* and *3* (page 26).

Model for students how to summarize. Start by reading aloud the first paragraph of the reading in "This Is the Idea" and then summarizing it. You can guide your own thinking by including the answers to as many *Wh* questions as apply: "Who or what? Did what? Where? When? Why? How?"

Model paraphrasing by preparing your own paraphrase of a paragraph from the reading in "This Is the Idea." For example, you might paraphrase the second paragraph in *ReadingWise 7*, Lesson 4, in this way: "James Smithson, an Englishman who never visited America, left all his money to this country so that an institution that would spread knowledge would be built in his name."

Teach students to use a highlighter to identify important words in a selection. First, discuss the key words with students. Taking time to think about important content words will prevent students from highlighting nonessential words. After highlighting, students can use these key words to help them paraphrase the information.

Locating Significant Information

Topic and Main Idea

***ReadingWise 7*, Lesson 5**
***ReadingWise 8*, Lesson 5**

See also the discussions of topic and main idea for *ReadingWise 4*, *5*, and *6* (page 35) and for *ReadingWise 2* and *3* (pages 26 and 27) and of prereading activities for *ReadingWise 1* (page 17).

- Discuss the concept of topic with students. Review reading the title, examining pictures, and reading captions to identify the topic.
- Review key words in locating the main idea of a selection: *Who* or *What, Did What, How* or *Why*. Write these words on index cards for students to use in determining the main idea.
- Ask students to state the main idea of a selection orally. Then they should look in the selection for the statement that corresponds to their main idea statement.
- Follow these steps when answering the questions in the exercises:
  1. After reading the question, look for key words.
  2. Help students locate the paragraph in which the answer can be found.
  3. Look for key words in the target paragraph.
  4. Locate the answer.
- Teach students to turn questions into statements by using the stem of the question. For example, the stem for question 1 in *ReadingWise 7*, Lesson 5, "Try It," would be "The main idea of paragraph 2 is _____." The stem for question 2 in the same exercise would be "A reader can find out how a particular family qualifies for a program by _____."

Details

***ReadingWise 7*, Lesson 6**
***ReadingWise 8*, Lesson 6**
See also the discussions of details for *ReadingWise 4, 5,* and *6* (page 36) and for *ReadingWise 2* and *3* (page 27).

This approach will help you work on details with students:

1. Read with students the information about details in "This Is the Idea."
2. Remind students to look at the words printed in blue ink in the reading to locate details.
3. Review how to recall details by reading a paragraph aloud from "This Is the Idea." Ask students to recall the facts from the paragraph. Then ask them to read with you to locate any additional facts that were omitted.
4. In working with "Take a Closer Look," "Try It," and "Use It," use key words in questions to guide students to locate answers within the body of the article. Teach students to skim the article to locate key words. Help them use the key words to find statements that answer the questions. Then help them use a complete sentence in writing the answer.

Using Specific Reading Skills

Sequence

***ReadingWise 7*, Lesson 7**
***ReadingWise 8*, Lesson 7**
See also the discussions of sequence for *ReadingWise 4, 5,* and *6* (page 36) and for *ReadingWise 2* and *3* (page 28) and of supporting the reader for *ReadingWise 1* (page 20).

Sequencing can be confusing to readers if the writer's opening statements describe an event that occurs in the middle or at the end of the sequence. Writers use this technique to capture readers' interest. The following process may help students when a writer uses this technique:

1. Read the selection aloud to students so they can put all their attention on comprehension without having to decode the text.
2. If the selection opens with an event that is out of sequence, ask students to identify the event. Reread the description of the event and discuss what is out of sequence.
3. Ask students to locate where the normal sequencing begins in the selection.
4. Step by step, identify the events that are sequenced. Write each step on an index card, and number the cards in order so that students will have a visual sequence of the steps.

Cause and Effect

***ReadingWise 7*, Lesson 8**
***ReadingWise 8*, Lesson 8**
See also the discussions of cause and effect for *ReadingWise 4, 5,* and *6* (page 37) and for *ReadingWise 2* and *3* (page 28).

Sometimes a cause/effect pattern is not easily identified in text. If key words such as *because, since, therefore,* and *if . . . then* are not used, readers must infer these relationships. Point out and discuss these cause/effect patterns with students.

Use the question "Why?" to help connect the cause and the effect statements. This question can be used to predict a cause or an effect or to confirm ideas about a pattern. Below are some models:

- To practice predicting a cause, take the sentence "The burned trees and debris were removed." Ask the question "Why?" Now fill in possible causes for removing burned trees and debris. Here is an example:

  "The burned trees and debris were removed. Why? Because they were blocking the road."

- To practice predicting an effect, take the sentence "Pin was suddenly awakened." Imagine that this sentence answers the question "Why?" Now fill in possible effects of his being awakened. Here is an example:

  "Pin was in a bad mood. Why? Because he was suddenly awakened."

Read some sections in the text to show students that sometimes the text states only the effect and the cause must be inferred.

Help students understand the causes and effects in a selection by charting the information, as shown below. Making such a chart requires careful reading and examination of the text.

	Cause	*Connector*	*Effect*
1.			
2.			
3.			

Classification

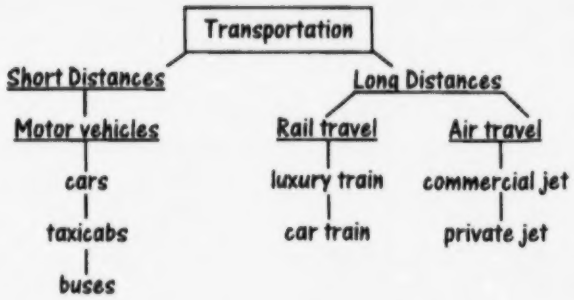
***ReadingWise 7*, Lesson 9**
***ReadingWise 8*, Lesson 9**
See also the discussions of classification for *ReadingWise 4, 5,* and *6* (page 37) and for *ReadingWise 2* and *3* (page 28).

Outlining can help students understand the classification of information. However, outlining can be confusing because of the use of different kinds of numerals and letters. Outlining usually follows a specific order:

I. Topic (Transportation—Short Distances)
  A. Supporting Detail (Motor vehicles)
    1. Subordinate Detail (cars)
    2. Subordinate Detail (taxicabs)
    3. Subordinate Detail (buses)

II. Topic (Transportation—Long Distances)
  A. Supporting Detail (Air travel)
    1. Subordinate Detail (commercial jet)
    2. Subordinate Detail (private jet)
  B. Supporting Detail (Rail Travel)
    1. Subordinate Detail (luxury train)
    2. Subordinate Detail (car train)

If students are confused by outlining, you may want to use a semantic map. This type of graphic organizer conveys the same information as an outline without the formal pattern. In the following semantic map, note that the main topic, Transportation, is in the middle. Each supporting detail has its own heading on each side of the main topic, with subordinate details under it:



Comparison and Contrast

***ReadingWise 7*, Lesson 10**
***ReadingWise 8*, Lesson 10**
See also the discussions of comparison and contrast for *ReadingWise 4, 5,* and *6* (page 38) and for *ReadingWise 2* and *3* (page 29).

Complex information often requires careful reading. Charting information gives students a purpose for re-reading—to look for specific information and to write this information for recall. Introduce your students to a comparison/contrast chart. For example, ask them to compare and contrast the value of bringing their lunch to work versus buying lunch in a restaurant. Students can generate most of the information for this topic from their prior experience and background knowledge. Here's a sample of a chart that might be generated:

Bringing Lunch to Work	*Buying Lunch in a Restaurant*
1. cheaper	1. more expensive
2. eat food that you like	2. eat food that is on the menu
3. eat lunch at a good time for you	3. eat lunch during hours of operation
4. eat lunch indoors or outdoors	4. eat at restaurant
5. no long lines to get food	5. may have long wait for food

Predictions of Outcome

***ReadingWise 7*, Lesson 11**
***ReadingWise 8*, Lesson 11**
See also the discussions of predictions of outcome for *ReadingWise 4, 5,* and *6* (page 38) and for *ReadingWise 2* and *3* (page 29).

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Help students develop their schema for predicting outcomes by presenting them with some common situations. Here are some examples:

- You are waiting, as you usually do, for your bus. The bus comes by but doesn't stop this morning. What are some reasons why the bus might not stop?
- Your boss calls and tells you not to come into work today but to report in tomorrow. What are some possible reasons for a call like this?
- You get a call from the babysitter or daycare center to pick up your child right away. What are some reasons you might get a call like this?
- The landlord tells you the water will be turned off between 10:00 A.M. and 2:00 P.M. on Monday. Why might the water be turned off?
- The grocery store doesn't have any lettuce today. Why might this happen?

Help students interact with and respond to the text as they read, by asking them to state what they think will happen in the situations described in the readings. Ask students to read paragraph by paragraph. Discuss each section with them before continuing to the next section.

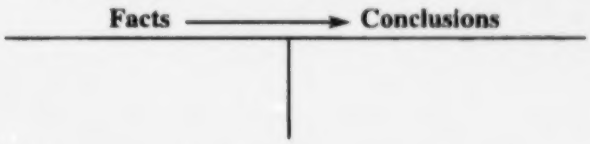
If students have difficulty understanding a question, read the question to them. Discuss what information the question asks for.

Conclusions

***ReadingWise 7*, Lesson 12**
***ReadingWise 8*, Lesson 12**
See also the discussions of conclusions for *ReadingWise 4, 5,* and *6* (page 38) and for *ReadingWise 2* and *3* (page 29).

Applying conclusions that are drawn from text requires higher-level thinking skills. Follow this process to help students:

1. Brainstorm with students all the facts they recall from the text.
2. Write the facts on a card or sheet of paper.
3. Ask students to highlight the facts in their books. Be sure to guide students carefully so that they don't highlight too much text.
4. Use classification skills to organize the facts that belong together. If possible, label these facts with a topic heading. Ask students to make a chart with two columns:



5. Discuss the students' conclusions. Discuss whether these conclusions are reasonable, based on what is in the text. If students need real-life facts from which to draw conclusions, see the discussion of conclusions for *ReadingWise 4, 5,* and *6* (page 38).

Inferences

***ReadingWise 7*, Lessons 13 and 14**
***ReadingWise 8*, Lessons 13 and 14**
See also the discussions of inferences for *ReadingWise 4, 5,* and *6* (page 38) and for *ReadingWise 2* and *3* (page 29), and of higher-level and critical-reading skills for *ReadingWise 1* (page 22).

Making and applying inferences are also higher-level critical-reading skills that require your guidance and support. The answer to an inference question can usually be found in the text, but it is not directly stated. Students often have to read several different sections of the text to find an answer.

There are three parts to inferring information:

1. Readers tap into their prior experience and background knowledge about the topic.
2. Readers identify facts stated in the reading.
3. Readers combine their knowledge with the writer's facts to infer additional information.

You can use this short selection to identify prior knowledge, stated facts, and an inference:

"Carlos takes the bus to work every day. Luz rides the subway, but Damon lives close enough to walk to work. Hana needs to be at work very early every morning, so she takes a cab from her apartment."

Do these people live in the city or the country? How do you know?

Here is an example of how this selection might be analyzed for an inference:

Prior Knowledge ⟶	*Facts* ⟶	*Inference*
Cities have more public transportation than the country.	Carlos takes the bus to work every day.	Carlos, Luz, Damon, and Hana live in the city.
Subways are generally found only in cities.	Luz rides the subway.	
Homes and businesses are closer together in cities than in the country.	Damon lives close enough to walk to work.	
Taxis are more common in cities than in the country. Most apartment buildings are in cities or towns.	Hana takes a cab from her apartment.	

Guide students in reading and answering the questions in these lessons. It may be helpful to talk about the answers before students write them.

Generalizations

***ReadingWise 7*, Lessons 15 and 16**
***ReadingWise 8*, Lessons 15 and 16**
See also the discussion of generalizations for *ReadingWise 4, 5,* and *6* (page 39).

Generalizations are drawn from facts. Students should list the facts stated within an article and practice developing general statements from them. Students should look for key words in the text that might indicate that a statement expresses the author's opinion rather than a fact and thus may cast doubt on the validity of a generalization. Expressions such as *I, I think, one, personally, certain, most, sure,* and *no doubt* may reflect opinion.

Explain to students that facts are needed as the basis of a generalization. You might provide them with some examples of how to make a generalization based on fact. (See the discussion of generalizations for *ReadingWise 4, 5,* and *6* on page 39.) For example, the following statement states facts about various individuals, from which a general statement can be developed: "Marta and Robin work as orderlies in Memorial Hospital. Kadeem is a nurse at St. James Hospital, and Harriet is a nurse's aide at the Mt. McKinley Hospital." General statement: All these people work in health care.

Read the following examples to students and ask them to make a generalization based on the stated facts. Sample answers are given below, but be prepared to accept a variety of responses from students.

- Pilar has just purchased a new toaster and a new coffee maker for her kitchen. She plans to buy a new electric frying pan and a new electric griddle this week. Soon after, she will buy a new electric can opener and a new electric juicer. (Generalization: Pilar is replacing the small electric appliances in her kitchen.)
- Gus, a fifth-grader, plays Little League baseball on Monday night. Tuesdays are reserved for soccer practice, with games on Friday evenings. Gus swims with the Sharks on Wednesday nights and plays hockey with the Penguins on Thursday. (Generalization: Gus enjoys playing many different sports.)

Ask students to think of situations in their lives for which they can state facts and make a generalization. Use the situations above as models.

Separating Fact from Opinion

***ReadingWise 7*, Lesson 17**
***ReadingWise 8*, Lesson 17**
See also the discussions of fact and opinion for *ReadingWise 4, 5,* and *6* (page 39) and for *ReadingWise 2* and *3* (page 30).

Writers often mix opinions with facts, especially if they want to persuade readers. It's the reader's job to read carefully in order to recognize which statements are fact and which are opinion. Help students be careful, critical, inspectional readers.

- Discuss the selections with students. Decide which statements are based on fact and which are based on opinion. Ask students to prove their choice by finding information in the text that tells them the information is fact or opinion. Students can prove their position by reading sections of the text aloud or by paraphrasing the writer's statements.
- Ask students to read the text, paragraph by paragraph, to locate facts. Discuss to be sure students

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are identifying facts. Have students highlight the facts in their books.

Evaluating Statements of Fact

***ReadingWise 7,* Lesson 18**
***ReadingWise 8,* Lesson 18**

It can be important for readers to check the accuracy of facts in a selection. To accomplish this, readers first need to locate the statements of fact and then to determine whether the statements are indeed true. These suggestions can help students:

- Have available a world atlas, a U.S. atlas, a dictionary, and an almanac. Encyclopedias are easily accessed with computer CDs. The Internet is also a good source for checking information; for example, refdesk.com offers a wide variety of information.
- Help students use reference books or the Internet to verify information that might lack accuracy.
- Teach students to question the author as they read by asking, "Is this a fact? Can it be proven? How can I verify this information?"
- If students need more guidance in evaluating content, select editorials from your local newspaper. Ask students to read them and to judge the accuracy of the statements of fact.

Evaluating Opinions

***ReadingWise 7,* Lesson 19**
***ReadingWise 8,* Lesson 19**

These ideas can help students identify opinions in a selection so that they can evaluate the opinions:

- Ask students to keep charts of fact and opinion as they read. Guide students in using the charts. First, identify facts. Then, identify opinions.
- Tell students to look for key words that may give the reader clues that the writer is using an emotional voice; for example, *I think, everyone else, all.*

Evaluating an Author's Viewpoint, Purpose, and Bias

***ReadingWise 7,* Lesson 20**
***ReadingWise 8,* Lesson 20**

Sometimes authors write articles with a slant or bias toward a certain point of view. Recognizing an author's bias requires critical reading:

1. Read each student book article. Identify the facts and opinions in a chart.
2. Discuss the points of view represented in the readings.
3. Discuss how students feel about the points made in each article. Identify the points that are convincing and those that are not.

If students have difficulty understanding why an author would express opinions as well as stating facts, discuss a topic of interest to students. You could base the discussion on an editorial about a topic of local interest or use one of the topics suggested below. (Note: Students may be emotional about some of these topics.) Ask students to act as authors and to write, tape-record, or discuss what they think about these issues. Some possible topics are

- allowing the use of calculators for portions of the GED math test, but not for the sections that test computation
- changes in the GED test intended to make it more difficult
- child care at the workplace
- tougher immigration rules and regulations
- smoking bans in the workplace

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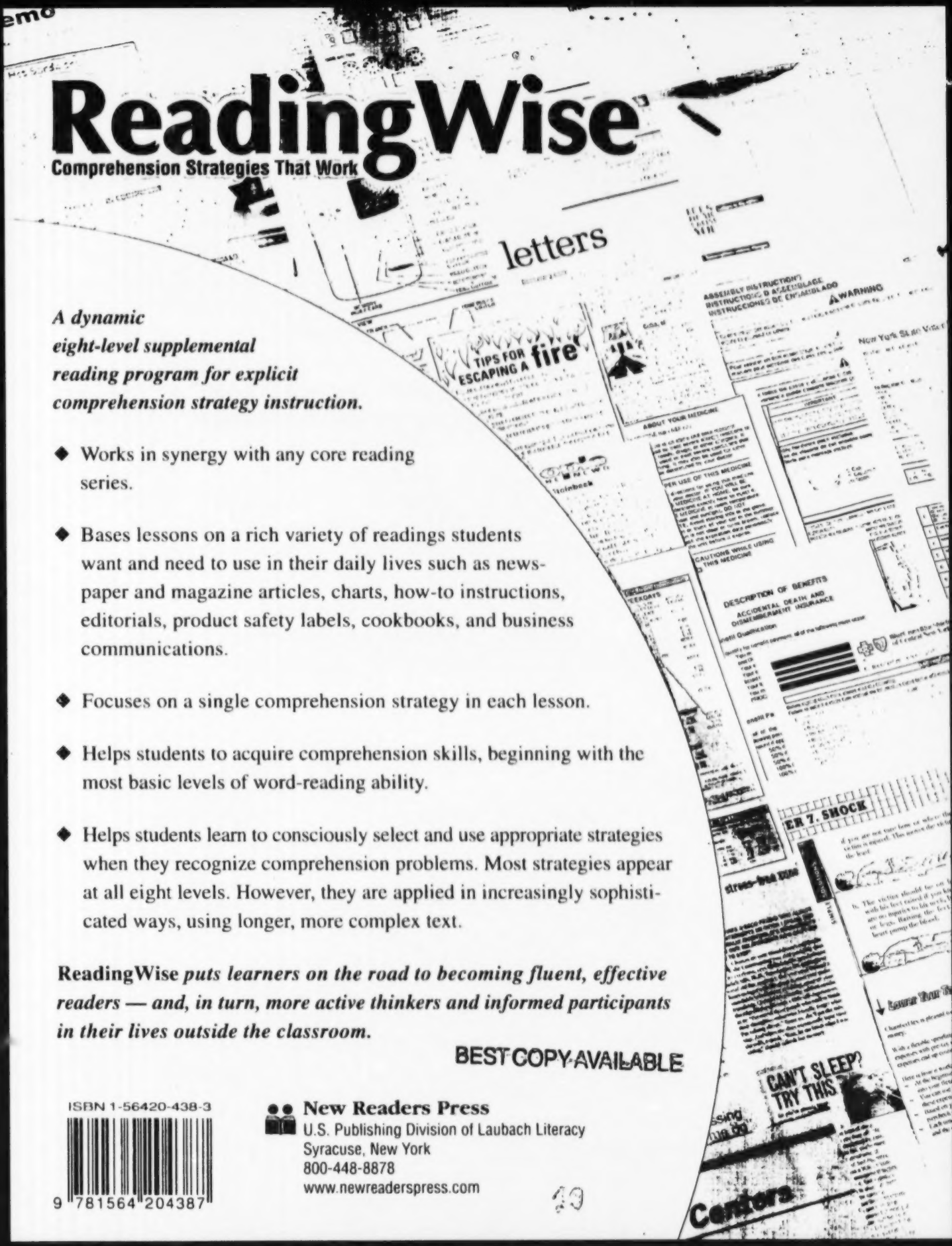

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ISBN 1-56420-438-3

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New Readers Press
U.S. Publishing Division of Laubach Literacy
Syracuse, New York
800-448-8878
www.newreaderspress.com

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